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AUTHOR Gibbons, Michael
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ABSTRACT

The School Improvement Program (SIP) was implemented in 5 Columbus (Ohio) public schools during the 1982-83 school year, 18 public schools during the 1983-84 school year, 26 public schools during the 1984-85 school year, and 15 public schools during the 1985-86 school year. The objective of SIP was to improve the academic achievement of students in basic skills, particularly in reading comprehensive and mathematics computation. This achievement was to be raised by implementing crucial school effectiveness factors such as a strong sense of mission, strong instructional leadership, high expectations for students and staff, frequent monitoring of pupil progress, a positive learning climate, sufficient opportunity for learning to take place and parent/community involvement in the school program. Before and after the program, Comprehensive Tests of Basic Skills were administered to measure student progress. A needs assessment survey was prepared, and locally constructed forms, surveys and checklists were used to collect the data. The results showed that students' changes in achievement were slightly greater than expected in reading comprehension, and growth in mathematics computation was substantial (25.8 percent more of the pupils at grade level after the program). Pupils from lower income families continued to score lower. Appendices include needs assessment survey factor profiles for elementary and middle schools, graphs of factor profiles for each level, comparison of various scores to the normal curve, chronology of inservice for SIP academy and schools, inservice evaluation form, parent survey form, and parents survey analysis for combined middle schools and combined elementary schools. (JAZ)

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FINAL EVALUATION REPORT

SCHOOL IMPROVEMENT PROGRAM

September, 1986

Written by:

Michael Gibbons
Professional Specialist

Under the Supervision of:

Richard A. Amorose, Ph.D.

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Columbus (Ohio) Public Schools
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Gary Thompson, Ph.D., Director

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Fourth Year Final Evaluation Report

School Improvement Program

ABSTRACT

Description: The School Improvement Program (SIP) was implemented in five Columbus schools during the 1982-83 school year; 18 schools during the 1983-84 school year; 26 schools during the 1984-85 school year; and 15 schools during the 1985-86 school year. The SIP was partially funded by ECIA Chapter 2.

The goal of the program was to improve the effectiveness of the participating schools by fostering the presence of those factors considered by researchers to be crucial in the development of a school in which all pupils, regardless of socioeconomic status, succeed in acquiring a mastery of basic skills, particularly in the areas of reading and mathematics. Such crucial factors include a sense of mission, strong instructional leadership, high expectations for students as well as school staff, frequent monitoring of pupil progress, a positive learning climate, sufficient opportunity for learning to take place, and parent/community involvement in the school program. In addition to the program director, SIP liaison personnel were assigned to each participating school on a part-time basis to assist school staff in coordinating program efforts.

Time Interval: The SIP coincided with the school year. A pretest was administered in late September, and a posttest in late April. Students included in the pretest-posttest analysis must have taken both pretest and posttest in the same school and must have had a valid score on each.

Activities: Providing building level inservice programs related to the characteristics of instructionally effective schools was a key element in the program effort. In addition, each participating school developed a mission statement, which concisely stated the school's purpose as perceived by the school staff, as well as a school improvement plan, which outlined the focus of the school's efforts for the school year. Some schools made particular efforts in certain areas, such as having staff members arrange home visits to better acquaint parents/community with the school program.

Program Objectives: Objective 1.1 stated that each school would participate in a needs assessment survey. Objective 1.2 stated that there would be a roster from each school submitted to the program director which lists members of the SIP committee at each school. Objective 1.3 stated that there would be evidence that pretests were administered. Objective 1.4 stated that there would be a 1985-86 mission statement provided by each participating school. Objective 1.5 stated that a building SIP plan would be prepared with a copy submitted to the program director. Objective 1.6 stated that there would be evidence that posttests were administered. Objective 2.1 stated that there would be evidence that a mission statement was reviewed, revised, developed, and adopted by each participating school. Objective 2.2 stated that 75% of a random sample of parents responding to a parent survey would indicate that the mission of the school was communicated to them. Objective 2.3 stated that administrators of participating schools would attend at least two out of three SIP academy inservice programs, and that 90% of the participants responding to a SIP inservice evaluation form would indicate that the academy session was successful or very successful in meeting stated objectives. Objective 2.4 stated that 90% of the participants at school inservice sessions who responded

to a SIP evaluation survey would indicate that the inservice was successful or very successful in meeting the stated objectives. Objective 2.5 stated that the number of home visits made by school staff at participating schools would be enumerated. Objective 3.1 stated that an evaluation design would be prepared for the SIP Program.

Evaluation Design: Growth in pupil achievement in basic skills was measured by the administration of the Comprehensive Tests of Basic Skills (CTBS; 1981) in both the fall and spring of the school year. The Needs Assessment Survey was prepared locally, based on an interview schedule developed and used by the Connecticut State Department of Education. Locally constructed forms, surveys, and checklists were used to obtain evaluation data on other objectives.

Major Findings/Recommendations: Pretest-posttest scores in both reading and mathematics were obtained from nearly 4800 pupils in grades 1-8 attending the SIP schools. Analyses of these scores, obtained from the Comprehensive Tests of Basic Skills (CTBS; 1981), showed the pupils' change in achievement was slightly greater than expected in Reading Comprehension. The growth in Mathematics Computation was substantial with 25.8% more of the pupils at grade level on the posttest than at grade level on the pretest. The comparable figure for Reading Comprehension was 3.1%. Analyses indicated that pupils from lower income families continued to score consistently lower in both reading and mathematics. This has been true for each of the four years that SIP has been implemented in the Columbus schools. In fact, the pattern of pupil growth in mathematics and reading, regardless of which standardized test was used, also has been consistent during the four years of SIP. The growth in pupil achievement as measured by NCE points and the percent of pupils at grade level from the fall pretest to the spring posttest has been consistently larger for mathematics than for reading. For mathematics, the average achievement gain for all pupils is given for each program year, with NCE point gains in parenthesis followed by the change in the percent of pupils at grade level from pretest to posttest: (13.6) 31.4% for 1982-83, (10.8) 23.4% for 1983-84, (9.5) 19.2% for 1984-85, and (12.7) 25.8% for 1985-86. Comparable NCE point gains and percents at grade level for Reading Comprehension are as follows: (4.2) 11.9% for 1982-83, (4.9) 11.7% for 1983-84, (0.6) 0.5% for 1984-85, and (2.9) 3.1% for 1985-86.

During the last four school years, (1982-1986) a considerable amount of process and product data were collected through both formal and informal means. The Project Director and the Department of Evaluation Services have voluminous data regarding SIP. The following recommendations are based on these data. First, the concepts underlying the School Improvement Program serve as a conceptual framework for organizing other programs, and provide a systematic means of obtaining management data. The School Improvement Program has demonstrated that the effective schools concepts can serve as a framework for program management which is research-based, provides for state mandates for competency-based education, provides for the identification of merit schools, provides for the identification of low performing schools, and provides a database of information for central office decision makers. Second, research on effective schools should continue to be gathered with significant findings shared with school administrators and professional staff. The Columbus School Improvement Program was widely recognized as a major program effort in effective schools research in Ohio. Third, efforts should continue to identify and implement methods that will increase the acquisition of basic academic skills of pupils from low income backgrounds.

FINAL EVALUATION REPORT

SCHOOL IMPROVEMENT PROGRAM

According to educational research, an effective school is one in which all pupils, regardless of socioeconomic status, succeed in acquiring a mastery of basic skills, particularly in the areas of reading and mathematics. Educational research by Edmonds (1982), Brookover (1978, 1982) and others has focused on a number of factors considered crucial to an effective school. Research indicates that the degree to which such factors are present in schools may be related to the fact that some schools are more effective than others in helping pupils achieve a mastery of basic skills. Consequently, the School Improvement Program was implemented to maximize the presence of such factors in the participating schools in order to improve the effectiveness of each school, and hence, pupil achievement. The following factors are considered necessary for an "effective school" by the State Department of Education Division of Equal Educational Opportunities, 1981:

1. A Sense of Mission
2. Strong Building Leadership
3. High Expectations for All Students and Staff
4. Frequent Monitoring of Student Progress
5. A Positive Learning Climate
6. Sufficient Opportunity for Learning
7. Parent/Community Involvement

The School Improvement Program (SIP) was initiated in five Columbus schools during the 1982-83 school year. The program was expanded to include 18 schools during the 1983-84 school year and 26 schools during the 1984-85 school year. In order to more effectively utilize available resources, the program was implemented in the following 15 schools during the 1985-86 school year:

Crestview MS	Heyl ES	Medary ES
Linmoor MS	Highland ES	Pilgrim ES
Mohawk MS	Kent ES	Reeb ES
Beck ES	Koebel ES	Trevitt ES
East Linden ES	Linden ES	Windsor ES

The SIP was partially funded by ECIA Chapter 2. Each school in the SIP was provided the services of a SIP liaison the equivalent of one and two-thirds days per week on a schedule that was mutually agreed upon by principals sharing the services of the SIP liaison. The SIP liaison was to coordinate program efforts at the building level and to provide technical assistance to the principal and staff as needed. The SIP liaison would report to the Program Director concerning program efforts. The focus of program efforts was to improve the academic achievement of pupils in the basic skill areas, particularly in reading comprehension and mathematics computation, as well as lessening the disparity in achievement levels between pupils of different

socioeconomic backgrounds. Providing building level inservice programs related to the characteristics of instructionally effective schools was a key element in the program effort. An evaluation design for the program was developed to measure the success of program efforts, and is outlined as presented in the 1985-86 program plan.

Evaluation Design

The Department of Evaluation Services provided technical assistance in terms of instrument development, data analysis, and the preparation of reports for the following evaluation questions as described in the Evaluation Design of the 1985-86 Program Proposal:

1.1 Question: (NEEDS ASSESSMENT SURVEY)
Did each school participate in a needs assessment survey?

By September 1, 1985 a needs assessment survey would be conducted at each project school. The Department of Evaluation Services would prepare the needs assessment document, provide an orientation for SIP staff, process the needs assessment data, analyze the resulting data, and report the findings to SIP staff in an organized and timely manner.

1.2 Question: (SIP COMMITTEE ROSTER)
Will there be a roster from each school submitted to the Director of Staff Development which lists the committee members?

By September 30, 1985 each participating school would organize a School Improvement Program Committee comprised of an administrator, a liaison person, representative staff and parents. The Program Director would maintain a record of such rosters from each participating school.

1.3 Question: (PRETEST OF STUDENT ACHIEVEMENT)
Is there evidence that pretests were administered?

By October 5, 1985 a pretest of reading and mathematics would be administered at each school to assess the academic ability of students. The Department of Evaluation Services would prepare the necessary test materials for distribution, provide an orientation for SIP staff, prepare the test data for processing, analyze the results, and report the findings to appropriate SIP staff in an organized and timely manner.

1.4 Question: (SCHOOL MISSION STATEMENT)
Is there a 1985-86 mission statement provided by each project school?

By November 1, 1985 each participating school would revise a previous mission statement, or would develop a new school mission statement. The mission statement would reflect the correlates of school effectiveness. The Program Director would obtain copies of the new or revised mission statements from each participating school.

1.5 Question: (SCHOOL PLANS)
Is a building plan prepared with a copy on file in the Office of Staff Development and Human Relations?

By December 1, 1985 each participating school would develop a building SIP plan based on analyzed data from the needs assessment survey, analyzed data from the pretest, and other appropriate data. The Program Director would collect such plans, and ascertain that the plans incorporate the correlates of school effectiveness, and the analyzed data which were provided to the schools.

1.6 Question: (POSTTEST OF STUDENT ACHIEVEMENT)
Is there evidence that posttests were administered?

By May 1, 1986 a posttest of reading and mathematics would be administered at each school to assess the academic achievement of students and to provide data which would reflect pre-post changes in student academic growth. The Department of Evaluation Services would prepare the necessary test materials for distribution, prepare the test data for processing, analyze the results, and report the findings to appropriate SIP staff in an organized and timely manner.

2.1 Question: (MISSION STATEMENT REVIEW)
Was a mission statement reviewed, revised, developed, and adopted by each project school?

By November 1, 1985 each participating school would review, revise, or develop a school mission statement. The mission statement would be written in behavioral terms and in language understood by the clients of the school. The Program Director would obtain mission statements from each participating school.

2.2 Question: (PARENT SURVEY)
Do 75% of a random sample of parents responding to a parent survey indicate that the mission of the school was communicated to them?

During the 1985-86 school year, the school mission statement would be communicated to students, parents, and community. In May, 1986 a random sample of parents would be surveyed to ascertain their awareness of the school mission. The Department of Evaluation Services would prepare the survey instrument, and the Director of Staff Development/Human Relations would arrange for the distribution and collection of the survey. The Department of Evaluation Services would process the data, analyze the results, and report the findings to appropriate SIP staff in an organized and timely manner.

2.3 Question: (SIP ACADEMY)
Did program administrators attend at least two out of three SIP academy inservice programs?

Do 90% of the participants responding to a SIP inservice evaluation form indicate that the academy session was successful or very successful in meeting stated objectives?

During the 1985-86 school year, the principals of SIP schools would attend a series of three SIP academy inservice programs. The Program Director would maintain an attendance matrix showing the presence and absence of participants, and would distribute and collect evaluation forms at the conclusion of each inservice. The Department of Evaluation Services would process the data, analyze the results, and report the findings to appropriate SIP staff in an organized and timely manner.

2.4 Question: (SIP SCHOOL INSERVICE)
Do 90% of the participants responding to a SIP evaluation survey indicate that the inservice was successful/very successful in meeting the stated objectives?

During the 1985-86 school year each SIP school would participate in inservice sessions whose topics would be derived from analyzed needs assessment survey data and other data based material. The Department of Evaluation Services would process data from the inservice sessions, analyze the results, and report the findings to appropriate SIP staff in an organized and timely manner.

2.5 Question: (HOME VISITS)
How many home visits were made?

During the 1985-86 school year, teachers from participating schools would have the opportunity to make home visits. The Program Director would obtain data on home visits from weekly logs submitted by liaison staff.

3.1 Question: (EVALUATION DESIGN)
Was an evaluation design prepared?

During the 1985-86 school year, the SIP activities as described in the evaluation design would be evaluated in order to assess program effectiveness. The Department of Evaluation Services would evaluate the program objectives related to 1.1 Needs Assessment, 1.3 Pretest of Student Achievement, 1.6 Posttest of Student Achievement, 2.2 Parent Survey, 2.3 SIP Academy Inservice, 2.4 SIP School Inservice, and 3.1 Evaluation Design.

Major Findings

The following is a report on those objectives that have received technical support services from the Department of Evaluation Services to date: 1.1 Needs Assessment Survey, 1.3 Pretest of Student Achievement, 1.6 Posttest of Student Achievement, 2.2 Parent Survey, 2.3 SIP Academy, and 2.4 SIP School Inservice.

1.1 Needs Assessment

Each participating SIP school staff completed the Needs Assessment Survey (NAS) during the month of August, 1985. The NAS was prepared by the Department of Evaluation Services, based on an interview schedule developed and used by the Connecticut State Department of Education. The NAS, as used in the Columbus SIP schools, consisted of 67 items, each having five response choices. The response choices for each item consisted of brief narrative descriptors, lettered "A" through "E" representing a continuum from less than ideal ("A") to ideal ("E"), where ideal represents a school environment or condition considered appropriate according to the literature of effective schools. The items composing the NAS are divided into seven categories or factors, each representing an important aspect of "effective schools," as shown in Table 1.

Table 1

NAS Items Composing Seven SIP Factors

Factor	Item Nos.	No. of Items
1. Safe and Orderly Environment	1-5	5
2. Clear School Mission	6-16	11
3. Instructional Leadership	17-30	14
4. High Expectations	31-40	10
5. Opportunity to Learn and Time on Task	41-49	9
6. Frequent Monitoring of Student Progress	50-57	8
7. Home School Relations	58-67	10

Factor profiles were developed for each of the seven "effective schools" factors for: (a) each school staff responding to the survey (on file with Project Director); (b) the combined elementary school staffs responding to the survey (Appendix A); and (c) the combined middle school staffs responding to the survey (Appendix B).

Before the NAS was administered, the Department of Evaluation Services provided an orientation session for the principals and SIP liaisons concerning the content and procedures for administration of the survey. After the survey was conducted, Evaluation Services processed and analyzed the data, preparing frequency distributions by item, factor profiles, and graphic representations of the factor profiles for each participating school. On September 18, 1985, Evaluation Services provided SIP principals and liaisons an inservice program regarding the interpretation of results and possible ways to utilize the results. According to the SIP program design, the principal and liaison, together with their respective building staff, were to use the results of the needs assessment to prepare a prioritized list of needs for their particular school in terms of the seven factors related to "effective schools." This would enable the staff at each school to develop a School Improvement Program Plan tailored to their particular needs.

A frequency distribution of NAS respondents by position is summarized in Table 2 for middle schools, elementary schools, as well as for the combined total. As indicated in the table, a total of 321 SIP staff members responded to the survey. Of this number, 235, or 73.2% were regular classroom teachers, and 226, or 70.4% were elementary school staff members.

Table 2

Frequency Distribution and Percent of NAS Respondents by Position and Level

Position	Level					
	Middle		Elementary		Total	
	N	%	N	%	N	%
Principal or Asst. Principal	2	2.1	4	1.8	6	1.8
Regular Classroom Teacher	64	67.4	171	75.7	235	73.2
Certificated Staff (e.g. Special Ed., CLEAR, Counselor)	26	27.4	48	21.2	74	23.2
Other	3	3.1	3	1.3	6	1.8
Total	95	100%	226	100%	321	100%

An overall analysis of factor profiles for elementary schools (Appendix A) and middle schools (Appendix B) indicates that the majority of regular teacher responses were positive ("C" to "E"). At both the middle and elementary levels, factor profiles for Home-School Relations were less positive, with more of the responses in the "A" or "B" category. At both the middle and elementary school level, 37% of the responses were either "A" or "B". Item 60, regarding the low percentage of parents attending parent-teacher conferences, was a particularly negative item at both the elementary and middle school levels.

An analysis of individual school staff response to the NAS "effective schools" factors revealed much variability from school to school in terms of the percent of staff members from each school who gave a positive response (marked response choice D or E) to the items composing the seven "effective schools" factors. The percent of staff members at a school who marked the items positively within a factor was calculated for each SIP elementary school, and then for all SIP elementary schools. The difference between the percent positive response for each SIP elementary school and the percent positive response for all SIP elementary schools was then calculated. Those schools with a positive difference from the total of all SIP elementary schools, had a greater percentage of positive response to a given factor than did SIP elementary schools as a whole; those schools with a negative difference from the total of all SIP elementary schools, had a smaller percentage of positive response to a given factor than did SIP elementary schools as a whole. The results for SIP elementary schools is summarized in Table 3, while the results

for SIP middle schools is summarized in Table 4. The same results for SIP elementary schools are summarized graphically by factor in Appendix C, while the middle school results are summarized graphically by factor in Appendix D.

A review of Table 3 indicates, for example, that Koebel staff members were more positive about their school in terms of "Safe Environment," with a response 40% more positive than the average SIP elementary school. Heyl staff members, on the other hand, were less positive than the average SIP elementary school on the factor "Safe Environment." Further review of Table 3 reveals the relative position of each SIP elementary school on the seven SIP factors, and how each school's percent of positive responses differs from the average percent of responses of all SIP elementary schools.

Similarly, a review of Table 4 indicates that Mohawk staff members were more positive about their school in terms of "Safe Environment," with a 9% difference, than the other SIP middle schools. Linmoor staff members, on the other hand, were the least positive, with a -5% difference from the average middle school on the factor "Safe Environment." Further review of Table 4 reveals the relative position of each SIP middle school on the seven SIP factors, and how each school's percent of positive responses differs from the average responses of all SIP middle schools.

1.3 Pretest Administration

During the first week of October, 1985 a pretest of reading and mathematics was administered to the pupils in each participating school, except for those pupils in kindergarten and special education classes. The Department of Evaluation Services provided extensive technical support for the pretest administration. After ordering and receiving necessary testing materials, the test booklets, test manuals, answer keys, and other documents were serially stamped and numbered for distribution to school buildings. The serial numbers of materials distributed to various school buildings were recorded to insure the security of the test and the safe return of materials at the conclusion of the test administration. In addition to numbering test materials, and providing for the shipping and receiving of such materials before and after the test administration, the Department of Evaluation Services provided orientation sessions for key staff, edited the data for processing, and analyzed and interpreted the test reports received from the test publishers. The criterion specified in Evaluation Question 1.3 was achieved. A description of the pretest results, the posttest results, and change score analyses are included in the section of this report entitled "Pretest-Posttest Results."

1.6 Posttest Administration

During the fourth week of April, 1986 a posttest of reading and mathematics was administered to the pupils in each participating school, except for those pupils in kindergarten and special education classes. The posttest administration was conducted as part of the annual district testing program. The Department of Evaluation Services again provided some technical support for the posttest administration, particularly for grade 1. The Department of Evaluation Services, together with the Department of Testing, provided

Table 3

Needs Assessment Survey (NAS) Analysis:
Percent of Positive Responses for Each SIP Elementary School by Factor, and
Percent Difference from Average Percent of Positive Responses of All SIP Elementary Schools by Factor

	Factors													
	Safe Environment 1		Clear Mission 2		Instructional Leadership 3		High Expectations 4		Time on Task 5		Frequent Monitoring 6		Home-School Relations 7	
SIP Elementary Schools	% Positive Response (D+E)	% Diff from Total	% Positive Response (D+E)	% Diff from Total	% Positive Response (D+E)	% Diff from Total	% Positive Response (D+E)	% Diff from Total	% Positive Response (D+E)	% Diff from Total	% Positive Response (D+E)	% Diff from Total	% Positive Response (D+E)	% Diff from Total
Beck	67	+19	69	-01	84	+24	78	+22	70	+12	86	+08	54	+17
East Linden	65	+17	81	+11	78	+18	67	+11	68	+10	82	+04	29	-08
Heyl	16	-32	57	-13	50	-10	42	-14	57	-01	78	-0-	32	-05
Highland	74	+26	90	+20	79	+19	61	+05	72	+14	88	+10	46	+09
Kent	54	+06	67	-03	69	+09	60	+04	53	-05	79	+01	39	+02
Koebel	88	+40	96	+26	86	+26	83	+27	90	+32	99	+21	65	+28
Linden	28	-20	55	-15	46	-14	42	-14	43	-15	63	-15	34	-03
Medary	52	+04	71	+01	55	-05	51	-05	59	+01	77	-01	38	+01
Pilgrim	32	-16	51	-19	27	-33	47	-09	50	-08	68	-10	27	-10
Reeb	49	+01	72	+02	50	-10	44	-12	42	-16	76	-02	31	-06
Trevitt	65	+17	83	+13	71	+11	77	+21	61	+03	90	+12	39	+02
Windsor	19	-29	57	-13	38	-22	41	-15	48	-10	72	-06	26	-11
SIP Elementary School Average	48		70		60		56		58		78		37	

Table 4

Needs Assessment Survey (NAS) Analysis:
Percent of Positive Responses for Each SIP Middle School by Factor, and
Percent Difference from Average Percent of Positive Responses of All SIP Middle Schools by Factor

SIP Middle Schools	Factors													
	Safe Environment 1		Clear Mission 2		Instructional Leadership 3		High Expectations 4		Time on Task 5		Frequent Monitoring 6		Home-School Relations 7	
	% Positive Response (D+E)	% Diff from Total	% Positive Response (D+E)	% Diff from Total	% Positive Response (D+E)	% Diff from Total	% Positive Response (D+E)	% Diff from Total	% Positive Response (D+E)	% Diff from Total	% Positive Response (D+E)	% Diff from Total	% Positive Response (D+E)	% Diff from Total
Crestview	57	-03	70	-01	56	-0-	52	+04	62	+06	81	+01	48	+10
Lirmoor	55	-05	74	+03	53	-03	45	-03	54	-02	77	-03	33	-05
Mohawk	69	+09	70	-01	59	+03	47	-01	50	-06	80	-0-	29	-09
SIP Middle School Average	60		71		56		48		56		80		38	

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orientation sessions for certain school staff, edited the data for processing, and analyzed and interpreted the test reports received from the test publishers. The criterion specified in Evaluation Question 1.6 was achieved. A description of the posttest results, as well as the pretest results and change score analyses are included in the section of the report entitled "Pretest-Posttest Results."

2.2 Parent Survey

During April, 1986 a random sample of 1,688 pupils in participating SIP schools were given copies of the Parent Survey Form (Appendix I) to take home to their parents. The parents were to complete the survey and return the survey to the school with the pupil. A total of 658 questionnaires were returned in this manner. The 75% criterion specified in Evaluation Question 2.2 was not achieved, with 39.9% of the 671 respondents to Item 2 indicating that they were "aware of the school's educational goals and beliefs for the current school year (Mission Statement)." Overall, the response to survey items reinforced the results of the NAS analysis that home-school communications could be improved. For example, in response to Item 1, only 44.8% of parents indicated that they were aware of the School Improvement Program. In response to Item 9, 77.3% of the parents indicated that they believed the School Improvement Program had helped their child during the school year. Only 20.4% of the parents surveyed indicated that someone from the school had talked with them about the School Improvement Program (Item 3). The overall results are summarized in Table 5, while the results for the combined middle schools, and the combined elementary schools are provided in Appendix J. The latter results indicated that parents with children attending elementary school grades were more aware of the program and responded more favorably to the survey items than did those parents with children in the middle school grades.

2.3 SIP Academy

By June, 1986 a total of three inservice sessions had been conducted for principals of participating schools. A chronology of the inservice sessions is summarized in Appendix F, including the location, inservice topic, and other pertinent facts for each session. An analysis of the chronology indicated that a total of 56 personnel (duplicated count across sessions) took part in 11.75 hours of inservice activities. By multiplying the total number of participants by the total number of inservice hours, the number of person hours of inservice can be calculated. The number of person hours expended for inservice related to design Objective 2.3 was 658.0.

An analysis of the data obtained from the School Improvement Program Evaluation Form (Appendix G) indicated that the first criterion specified in Evaluation Question 2.3 was achieved with 100% of the 49 respondents indicating that the inservice was "successful or very successful" in meeting stated objectives.

Table 5

Percent and Average Response to
Items of the Parent Survey Form

Item	N	Average Response	Percent of Respondents Yes (1)	Percent of Respondents No (2)
1. Did you know that the school was making special efforts to further improve its academic program (School Improvement Program or SIP)?	674	1.6	44.8	55.2
2. Were you aware of the school's educational goals and beliefs for the current school year? (Mission Statement)	671	1.6	39.9	60.1
3. Did anyone from the school talk with you about its academic program (School Improvement or SIP) this year?	673	1.8	20.4	79.6
4. Do you better understand the school's academic program this school year?	662	1.6	43.2	56.8
5. Do you think the school expects enough of your child in learning the basic skills of each subject?	659	1.1	85.3	14.7
6. Has your child's progress in learning the basic skills been reviewed frequently this year by the school?	628	1.2	82.3	17.7
7. Has your child been assigned enough homework during this school year?	669	1.2	78.2	21.8
8. Are you satisfied with your child's progress in learning the basic skills this year?	654	1.2	75.4	24.6
9. Do you believe the school's efforts to further improve its program (School Improvement Program or SIP) helped your child this year?	572	1.2	77.3	22.7

2.4 SIP School Inservice

By June, 1986 the number of inservice sessions reported from 14 participating schools totaled 32. No inservice sessions were reported from Pilgrim Elementary School. A chronology of the inservice sessions is summarized in Appendix H, including the location, inservice topic, and other pertinent facts for each session. An analysis of the chronology indicates that a total of 545 personnel (duplicated count across sessions) took part in 139.25 hours of inservice activities. By multiplying the total number of participants by the total number of inservice hours, the number of person hours of inservice can be calculated. The number of person hours expended for inservice related to design Objective 2.4 was 75,891.25. Inservice sessions were conducted at the individual school buildings.

An analysis of the data obtained from the School Improvement Program Evaluation Form indicated that the first criterion specified in Evaluation Question 2.4 was achieved with 94.2% of the 503 respondents indicating that the inservice was "successful/very successful" in meeting stated objectives.

Pretest-Posttest Results

A major characteristic of a school improvement program is the monitoring of pupil achievement in the basic skill areas. As part of this process, the pupils in SIP schools were administered tests of basic mathematics and reading skills. The pretest was administered during the week of September 30, 1985, and the posttest was administered during the week of April 21, 1986.

The two reading tests and two mathematics tests from the Comprehensive Tests of Basic Skills (CTBS; 1981) were used for grades 1-8. The CTBS tests used were: Reading Vocabulary, Reading Comprehension, Mathematics Computation (not part of the test used to pretest first-graders), and Mathematics Concepts/Applications. The Word Attack test was also administered to pupils in grades 1-3. Form U of the test was used throughout all grade levels tested in the fall, as well as for grade 1 in the spring. Form V of the test was used in grades 3, 5, 6 and 8 for the posttest in the spring. At grades 2, 4 and 7 Customized Tests of Reading and Mathmatics were used for the first time in the spring posttest. The customized tests provided estimates of performance on the appropriate CTBS tests. The levels and forms of the test used for each grade level, for both the pretest and the posttest, are summarized in Table 6. The levels and forms of the test used were the same for both the reading and mathematics tests.

It should be noted that the comprehension test of Level B, which was administered to first-graders in the fall, is an oral comprehension test. The comprehension test of Level C, which was administered to first-graders in the spring, is a reading comprehension test. Since these two tests represent different skills, caution should be used in interpreting the results for reading comprehension for first-graders. The best indicator for reading achievement for first-graders is the total reading score. Level B was used for grade 1 on the pretest because Level C reading tests, especially comprehension, proved too difficult for the first-graders at pretest time last year.

Table 6

CTBS Test Levels and Forms
by Grade Level

Grade	Pretest		Posttest	
	Level	Form	Level	Form
1	B	U	C	U
2	D	U	D*	V*
3	E	U	E	V
4	F	U	F*	V*
5	G	U	G	V
6	G	U	G	V
7	H	U	H*	V*
8	H	U	H	V

*Customized Tests of Reading and Mathematics provided estimates of performance on this CTBS test.

To be included in the evaluation sample a pupil had to have taken a pretest and posttest in the same school and had to have a valid score on both the pretest and the posttest. Also, pupils in kindergarten and special education classes were not included in the evaluation sample. Of the 5987 pupils pretested, 4799 (80.2%) met the selection criteria and were included in the evaluation sample.

The remainder of this report is a description of the pretest-posttest results. The reader is advised that the values in the change columns in Tables 7-17 may vary by one-tenth of a point from the values obtained from subtracting the pretest values from the posttest values. This variation is due to rounding and is not an error in computation. Also, in interpreting these results the reader should be aware of the types of scores used in carrying out the data analysis. First, the raw score is simply the number of items on which the pupil marked only the correct response. Second, the percentile (%ile) score indicates how the pupil's raw score compares with the raw scores of the pupils in the norming group. A percentile score of 70 indicates that the pupil did as well or better than 70% of the pupils in the norming group. The percentile is not an equal unit of measurement, but does provide comparative information regarding the pupil's performance. Third, the normal curve equivalent (NCE) is a standard score with a mean of 50 and a standard deviation of about 21. Unlike the percentile, the NCE is an equal unit of measurement. This means that the distance between any two points in the NCE distribution is the same and represents the same amount of change (see Appendix E for the distribution of different types of scores). A major advantage of NCE scores is that arithmetic operations can be done with them. For example, pretest-posttest change scores can be computed and averaged. While percentile scores are used in this report, the NCE score represents the most accurate picture of pupil growth. The pretest-posttest analyses also provide the percent of pupils who scored at or above grade level and the percent of pupils who scored above the 36th percentile. The latter analysis was done to depict the percent of pupils considered to be far enough below grade level to require remediation according to ECIA Chapter 1 state guidelines.

Table 7 contains a summary of pretest, posttest, and change scores for the Word Attack Test (grades 1-3) for all SIP schools reported by grade level. The data in Table 7 show that the total average growth in Word Attack skills for all pupils was greater than expected. While the expected NCE change for the normal school population is zero NCE points during the course of a school year, the total average change for SIP schools was 4.3 NCE points. The greatest average gain in NCE points was achieved at grade 3 with 10.5 NCE points, while the smallest gain was achieved at grade 1 with 0.6 NCE points. The average NCE score on the posttest was 45.8, whereas the norm group, or national average would be 50.0.

For the Word Attack Test, 29.6% of the pupils were at grade level on the pretest, while 44.3% of the pupils were at grade level on the posttest for a gain of 14.6%. Grade 3 showed the greatest increase in pupils at grade level from pretest to posttest with 29.6%, while grade 2 showed the smallest increase in pupils at grade level from pretest to posttest with 5.8%.

Table 8 contains a summary of pretest, posttest, and change scores for the Reading Vocabulary Test (grades 1-8) for all SIP schools reported by grade level. The data in Table 8 show that the total average growth in Reading Vocabulary skills for all pupils was greater than expected. While the expected NCE change for the normal school population is zero NCE points during the course of a school year, the total average change for SIP schools was 3.4 NCE points. The greatest average gain in NCE points was achieved at grade 4 with 9.1 NCE points, while no gain was achieved at grade 3. The average NCE score on the posttest was 45.9, whereas the norm group, or national average would be 50.0.

For the Reading Vocabulary Test, 31.6% of the pupils were at grade level on the pretest, while 38.9% of the pupils were at grade level on the posttest for a gain of 7.3%. Grade 4 showed the greatest increase in pupils at grade level from pretest to posttest with 20.7%, while grade 3 showed the smallest increase in pupils at grade level from pretest to posttest with 0.9%.

Table 9 contains a summary of pretest, posttest, and change scores for the Reading Comprehension Test (grades 1-8) for all SIP schools reported by grade level. The data in Table 9 show that the total average growth in Reading Comprehension skills for all pupils was slightly greater than expected. While the expected NCE change for the normal school population is zero NCE points during the course of a school year, the total average change for SIP schools was 2.9 NCE points. The greatest average gain in NCE points was achieved at grade 2 with 5.3 NCE points, while grade 8 showed a loss of -0.5 NCE points. The average NCE score on the posttest was 47.1, whereas the norm group, or national average would be 50.0.

For the Reading Comprehension Test, 37.5% of the pupils were at grade level on the pretest, while 40.4% of the pupils were at grade level on the posttest for a gain of 3.1%. Grade 7 showed the greatest increase in pupils at grade level from pretest to posttest with 13.9%, while grade 8 showed a decrease in pupils at grade level from pretest to posttest with -5.1%.

TABLE 7

MEDIAN PERCENTILE, MEAN NORMAL CURVE EQUIVALENT,
PERCENT AT GRADE LEVEL, AND PERCENT ABOVE THE 36TH PERCENTILE
FOR THE POSTTEST, PRETEST, AND CHANGE SCORES FOR
CTBS WORD ATTACK (GRADES 1-3) REPORTED BY GRADE LEVEL

		<------ POST TEST ------>				<------ PRE TEST ------>				<----- CHANGE ------>		
GRADE LEVEL	NO. TESTED	MEDIAN %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEDIAN %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE
1	837	39.0	42.7	39.1	50.2	33.0	42.0	28.4	41.8	.6	10.6	8.4
2	747	36.0	43.6	37.3	49.5	32.0	40.7	31.6	42.7	2.8	5.8	6.8
3	669	57.0	52.2	58.6	78.0	36.0	41.8	29.0	48.9	10.5	29.6	29.1
TOTAL	2253	45.0	45.8	44.3	58.2	33.0	41.5	29.6	44.2	4.3	14.6	14.0

TABLE 8

MEDIAN PERCENTILE, MEAN NORMAL CURVE EQUIVALENT,
PERCENT AT GRADE LEVEL, AND PERCENT ABOVE THE 36TH PERCENTILE
FOR THE POSTTEST, PRETEST, AND CHANGE SCORES FOR
CTBS READING VOCABULARY (GRADES 1-8) REPORTED BY GRADE LEVEL

		<------ POST TEST ------>				<------ PRE TEST ------>				<----- CHANGE ------>		
GRADE LEVEL	NO. TESTED	MEDIAN %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEDIAN %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE
1	835	37.0	43.6	36.6	50.8	36.0	42.2	32.3	46.0	1.4	4.3	4.8
2	675	39.0	47.9	40.3	51.9	33.0	42.3	32.4	46.7	5.6	7.9	5.2
3	668	34.0	40.9	29.0	48.1	34.0	40.9	28.1	48.1	.0	.9	.0
4	670	44.0	48.2	43.4	61.3	31.0	39.2	22.7	40.1	9.1	20.7	21.2
5	655	41.0	46.3	40.6	54.8	38.0	43.1	33.4	50.4	3.2	7.2	4.4
6	436	42.0	47.2	39.7	60.6	39.5	45.7	37.4	52.8	1.5	2.3	7.8
7	420	47.0	49.6	45.2	67.4	41.0	45.5	39.8	56.4	4.2	5.5	11.0
8	413	44.0	46.0	39.5	60.8	36.0	43.7	31.2	49.2	2.3	8.2	11.6
TOTAL	4772	41.0	45.9	38.9	55.8	36.0	42.5	31.6	48.0	3.4	7.3	7.8

TABLE 9

MEDIAN PERCENTILE, MEAN NORMAL CURVE EQUIVALENT,
PERCENT AT GRADE LEVEL, AND PERCENT ABOVE THE 36TH PERCENTILE
FOR THE POSTTEST, PRETEST, AND CHANGE SCORES FOR
CTBS READING COMPREHENSION (GRADES 1-8) REPORTED BY GRADE LEVEL

		<------- POST TEST ------->				<------- PRE TEST ------->				<----- CHANGE ------>		
GRADE LEVEL	NO. TESTED	MEDIAN %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEDIAN %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE
1	829	42.0	44.5	37.6	50.5	27.0	40.8	35.2	47.4	3.7	2.4	3.1
2	618	44.0	48.4	45.3	57.8	34.0	43.1	32.5	45.3	5.3	12.8	12.5
3	670	41.0	47.2	38.7	60.1	37.0	43.0	33.3	53.6	4.2	5.4	6.6
4	669	42.0	46.9	37.5	57.8	40.0	44.9	38.3	54.4	1.9	-.7	3.4
5	653	38.0	44.9	34.9	53.1	37.0	44.8	37.4	53.9	.2	-2.5	-.8
6	436	39.0	47.2	34.9	50.7	38.0	44.7	36.2	50.7	2.4	-1.4	0.0
7	409	53.0	52.7	55.5	74.8	43.0	47.5	41.6	62.8	5.2	13.9	12.0
8	413	45.0	48.8	45.5	59.8	50.0	49.3	50.6	65.4	-.5	-5.1	-5.6
TOTAL	4697	42.0	47.1	40.4	57.2	38.0	44.3	37.3	53.1	2.9	3.1	4.1

Table 10 contains a summary of pretest, posttest, and change scores for Total Reading (grades 1-8) for all SIP schools reported by grade level. The data in Table 10 show that the total average growth in Total Reading skills for all pupils was greater than expected. While the expected NCE change for the normal school population is zero NCE points during the course of a school year, the total average change for SIP schools was 3.2 NCE points. The greatest average gain in NCE points was achieved at grades 2 and 4 with 4.7 NCE points, while the smallest gain was achieved at grade 8 with 0.6 NCE points. The average NCE score on the posttest was 46.2, whereas the norm group, or national average would be 50.0.

For Total Reading, 32.9% of the pupils were at grade level on the pretest, while 38.8% of the pupils were at grade level on the posttest for a gain of 5.9%. Grade 2 showed the greatest increase in pupils at grade level from pretest to posttest with 11.3%, while grade 5 showed the smallest increase in pupils at grade level from pretest to posttest with 2.0%.

Table 11 contains a summary of pretest, posttest, and change scores for the Mathematics Computation Test (grades 2-8) for all SIP schools reported by grade level. The data in Table 11 show that the total average growth in Mathematics Computation skills for all pupils was greater than expected. While the expected NCE change for the normal school population is zero NCE points during the course of a school year, the total average change for SIP schools was 12.7 NCE points. The greatest average gain in NCE points was achieved at grade 4 with 18.8 NCE points, while the smallest gain was achieved at grade 8 with 0.7 NCE points. The average NCE score on the posttest was 51.7, whereas the norm group, or national average would be 50.0.

For the Mathematics Computation Test, 27.5% of the pupils were at grade level on the pretest, while 53.3% of the pupils were at grade level on the posttest for a gain of 25.8%. Grade 3 showed the greatest increase in pupils at grade level from pretest to posttest with 32.8%, while grade 8 showed the smallest increase in pupils at grade level from pretest to posttest with 3.6%.

Table 12 contains a summary of pretest, posttest, and change scores for the Mathematics Concepts and Applications Test (grades 1-8) for all SIP schools reported by grade level. The data in Table 12 show that the total average growth in Mathematics Concepts and Applications skills for all pupils was greater than expected. While the expected NCE change for the normal school population is zero NCE points during the course of a school year, the total average change for SIP schools was 8.5 NCE points. The greatest average gain in NCE points was achieved at grade 1 with 14.2 NCE points, while grade 8 showed a loss of -2.1 NCE points. The average NCE score on the posttest was 49.7, whereas the norm group, or national average would be 50.0.

For the Mathematics Concepts and Applications Test, 31.1% of the pupils were at grade level on the pretest, while 48.8% of the pupils were at grade level on the posttest for a gain of 17.7%. Grade 7 showed the greatest increase in pupils at grade level from pretest to posttest with 25.2%, while grade 8 showed a decrease in pupils at grade level from pretest to posttest with -8.6%.

TABLE 10

MEDIAN PERCENTILE, MEAN NORMAL CURVE EQUIVALENT,
PERCENT AT GRADE LEVEL, AND PERCENT ABOVE THE 36TH PERCENTILE
FOR THE POSTTEST, PRETEST, AND CHANGE SCORES FOR
CTBS TOTAL READING (GRADES 1-8) REPORTED BY GRADE LEVEL

		<------- POST TEST ------->				<------- PRE TEST ------->				<------ CHANGE ------>		
GRADE LEVEL	NO. TESTED	MEDIAN %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEDIAN %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE
1	322	40.0	43.8	38.1	52.9	33.0	40.8	30.3	45.7	3.0	7.8	7.2
2	711	39.0	45.9	42.1	53.9	29.0	41.2	30.8	40.6	4.7	11.3	13.2
3	665	40.0	44.9	36.2	53.7	37.0	41.5	31.0	50.7	3.3	5.3	3.0
4	677	42.0	47.0	36.2	61.3	36.0	42.3	31.3	49.3	4.7	4.9	12.0
5	652	39.0	45.5	36.5	54.6	38.0	43.9	34.5	51.8	1.7	2.0	2.8
6	436	39.0	47.2	36.9	52.8	37.0	45.0	34.2	50.7	2.2	2.8	2.1
7	423	47.0	50.9	46.8	70.2	41.0	46.4	38.3	60.3	4.5	8.5	9.9
8	413	43.0	47.4	40.4	58.6	40.0	46.8	37.5	55.9	.6	2.9	2.7
TOTAL	4799	41.0	46.2	38.8	56.6	36.0	43.0	32.9	49.6	3.2	5.9	7.0

TABLE 11

MEDIAN PERCENTILE, MEAN NORMAL CURVE EQUIVALENT,
PERCENT AT GRADE LEVEL, AND PERCENT ABOVE THE 36TH PERCENTILE
FOR THE POSTTEST, PRETEST, AND CHANGE SCORES FOR
CTBS MATH COMPUTATION (GRADES 2-8) REPORTED BY GRADE LEVEL

		<------ POST TEST ------>				<------ PRE TEST ------>				<----- CHANGE ------>		
GRADE LEVEL	NO. TESTED	MEDIAN %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEDIAN %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE
2	737	51.0	48.0	50.7	66.8	31.0	41.1	24.7	37.9	7.0	26.1	28.9
3	674	50.5	49.6	50.0	62.9	18.0	31.9	17.2	27.3	17.8	32.8	35.6
4	626	44.0	51.0	44.7	56.5	19.0	32.2	16.9	25.4	18.8	27.8	31.2
5	653	60.0	54.5	58.7	70.4	31.0	39.3	26.5	40.4	15.1	32.2	30.0
6	427	57.0	52.4	58.5	65.6	36.0	41.9	31.9	49.2	10.5	26.7	16.4
7	389	71.0	61.5	71.0	76.6	53.0	49.0	55.5	67.6	12.6	15.4	9.0
8	302	43.0	47.1	42.7	60.6	42.0	46.4	39.1	58.6	.7	3.6	2.0
TOTAL	3808	53.0	51.7	53.3	65.4	31.0	39.0	27.5	40.3	12.7	25.8	25.1

TABLE 12

MEDIAN PERCENTILE, MEAN NORMAL CURVE EQUIVALENT,
PERCENT AT GRADE LEVEL, AND PERCENT ABOVE THE 36TH PERCENTILE
FOR THE POSTTEST, PRETEST, AND CHANGE SCORES FOR
CTBS MATH CONCEPTS & APPLICATIONS (GRADES 1-8) REPORTED BY GRADE LEVEL

		<------ POST TEST ------>				<------ PRE TEST ------>				<----- CHANGE ------>		
GRADE LEVEL	NO. TESTED	MEDIAN %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEDIAN %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE
1	839	44.0	48.0	49.7	56.0	21.0	33.9	18.0	25.9	14.2	31.7	30.2
2	663	50.0	50.4	50.4	60.6	31.0	39.9	30.0	40.4	10.5	20.4	20.2
3	676	41.0	47.2	39.2	58.1	33.0	40.2	25.9	42.9	7.0	13.3	15.2
4	639	48.0	52.8	46.6	66.0	37.0	42.3	31.1	50.2	10.5	15.5	15.8
5	649	50.0	47.4	51.6	63.9	41.0	43.5	37.8	57.2	3.9	13.9	6.8
6	426	50.0	49.3	50.9	66.4	42.0	44.1	37.1	56.3	5.2	13.8	10.1
7	408	65.0	59.3	67.4	80.4	46.0	47.4	42.2	63.2	11.9	25.2	17.2
8	303	40.0	44.5	35.0	55.1	46.0	46.7	43.6	57.4	-2.1	-8.6	-2.3
TOTAL	4603	48.0	49.7	48.8	62.6	35.0	41.2	31.1	46.5	8.5	17.7	16.1

Table 13 contains a summary of pretest, posttest, and change scores for Total Mathematics (grades 2-8) for all SIP schools reported by grade level. The data in Table 13 show that the total average growth in Total Mathematics skills for all pupils was greater than expected. While the expected NCE change for the normal school population is zero NCE points during the course of a school year, the total average change for SIP schools was 10.3 NCE points. The greatest average gain in NCE points was achieved at grade 4 with 15.6 NCE points, while grade 8 showed a loss of -0.5 NCE points. The average NCE score on the posttest was 50.5, whereas the norm group, or national average would be 50.0.

For Total Mathematics, 28.8% of the pupils were at grade level on the pretest, while 50.6% of the pupils were at grade level on the posttest for a gain of 21.7%. Grade 2 showed the greatest increase in pupils at grade level from pretest to posttest with 28.8%, while grade 8 showed a decrease in pupils at grade level from pretest to posttest with -4.0%.

A major theme of most of the literature on effective schools is that a school is effective if the economically disadvantaged pupils in the school learn the basic skills to the same extent as pupils not economically disadvantaged. Analyses of the pretest-posttest SIP data were made to determine the degree to which the achievement gains of pupils in the school district subsidized lunch program were comparable to the gains of pupils not in the lunch program. A pupil whose Student Master File record indicated that the pupil was receiving either a free or reduced price lunch was included in the subsidized lunch group. The achievement gains of these pupils were compared with the gains of pupils not involved in the subsidized lunch program.

Tables 14 and 16 contain a summary of the pretest, posttest, and change scores for the CTBS Total Reading Test (grades 1-8) reported by subsidized lunch category. Of the 4799 pupils tested, 75.9% (3642) were counted in the subsidized lunch category. At each grade level, for both the pretest and the posttest, the mean NCE was lower for the pupils in the subsidized lunch category. At many grade levels the difference between the means for the two categories was substantial. The difference between the percent at or above grade level and the percent above the 36th percentile for the two categories was consistently in the same direction as the NCE results.

When pretest-posttest change was compared, mean NCE change was found to be slightly larger in grades 1, 3, 4, 6, and 8 for the pupils in the subsidized lunch category. Based upon the data contained in Tables 14 and 16 pupils in the subsidized lunch category tended to: (a) score lower on the pretest; (b) score lower on the posttest; and (c) show slightly greater growth between the pretest and the posttest.

Tables 15 and 17 contain a summary of the pretest, posttest, and change scores for the CTBS Total Mathematics Test (grades 2-8) reported by subsidized lunch category. Of the 3869 pupils tested, 75.9% (2936) were counted in the subsidized lunch category. At each grade level, for both the pretest and the posttest, the mean NCE was lower for the pupils in the subsidized lunch category. The difference between the percent at or above grade level and the difference between the percent above the 36th percentile for the two categories was consistently in the same direction as the NCE results.

TABLE 13

MEDIAN PERCENTILE, MEAN NORMAL CURVE EQUIVALENT, PERCENT AT GRADE LEVEL, AND PERCENT ABOVE THE 36TH PERCENTILE FOR THE POSTTEST, PRETEST, AND CHANGE SCORES FOR CTBS TOTAL MATHMATICS (GRADES 2-8) REPORTED BY GRADE LEVEL

		<------ POST TEST ------>				<------ PRE TEST ------>				<----- CHANGE ------>		
GRADE LEVEL	NO. TESTED	MEDIAN %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEDIAN %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE
2	747	50.0	48.3	51.9	62.1	29.0	40.0	23.2	42.2	8.4	28.8	19.9
3	670	44.0	48.3	44.6	61.2	26.0	35.7	19.9	36.9	12.6	24.8	24.3
4	660	43.0	50.6	43.8	58.8	22.5	35.0	21.4	33.2	15.6	22.4	25.6
5	649	54.0	51.4	54.2	67.0	34.0	40.5	29.1	45.1	10.9	25.1	21.9
6	426	59.0	52.0	56.3	66.7	40.0	44.2	38.0	56.6	7.7	18.3	10.1
7	415	65.0	58.7	66.7	76.1	48.0	47.6	46.7	63.1	11.1	20.0	13.0
8	302	41.0	45.6	37.1	57.0	43.0	46.0	41.1	58.6	-.5	-4.0	-1.7
TOTAL	3869	50.0	50.5	50.6	63.8	33.0	40.2	28.8	45.3	10.3	21.7	18.5

TABLE 14

MEAN NCE, PERCENT AT GRADE LEVEL AND PERCENT ABOVE 36TH PERCENTILE FOR THE POSTTEST, PRETEST AND CHANGE SCORES FOR CTBS TOTAL READING TEST (GRADES 1-8)
REPORTED BY SUBSIDIZED LUNCH CATEGORY WITHIN GRADE LEVEL

			<------ POSTTEST ------>			<------ PRETEST ------>			<------ CHANGE ------>		
GRADE LEVEL	SUBSIDIZED LUNCH	NO. TESTED	MEAN NCE	% AT GR. LV.	% ABOVE 36 TILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 TILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 TILE
1	YES	646	42.0	34.4	49.4	38.8	26.2	42.0	3.2	8.2	7.4
	NO	176	50.3	51.7	65.9	48.4	45.5	59.7	2.0	6.2	6.2
GRADE TOTAL		822	43.8	38.1	52.9	40.8	30.3	45.7	3.0	7.8	7.2
2	YES	590	43.7	38.0	49.3	39.7	27.6	37.8	3.9	10.3	11.5
	NO	121	56.7	62.0	76.0	48.3	46.3	54.5	8.4	15.7	21.5
GRADE TOTAL		711	45.9	42.1	53.9	41.2	30.8	40.6	4.7	11.3	13.2
3	YES	526	43.4	31.9	49.2	39.7	26.6	46.4	3.7	5.3	2.9
	NO	139	50.6	52.5	70.5	48.7	47.5	66.9	1.9	5.0	3.6
GRADE TOTAL		665	44.9	36.2	53.7	41.5	31.0	50.7	3.3	5.3	3.0
4	YES	562	45.8	32.6	56.9	40.8	27.9	46.1	4.9	4.6	10.9
	NO	115	53.2	53.9	82.6	49.7	47.8	65.2	3.5	6.1	17.4
GRADE TOTAL		677	47.0	36.2	61.3	42.3	31.3	49.3	4.7	4.9	12.0
5	YES	522	44.0	32.2	50.4	42.4	30.5	47.9	1.6	1.7	2.5
	NO	130	51.4	53.8	71.5	49.7	50.8	67.7	1.7	3.1	3.8
GRADE TOTAL		652	45.5	36.5	54.6	43.8	34.5	51.8	1.7	2.0	2.8
6	YES	288	44.5	29.9	46.2	42.3	29.2	43.8	2.2	.7	2.4
	NO	148	52.3	50.7	65.5	50.2	43.9	64.2	2.1	6.8	1.4
GRADE TOTAL		436	47.2	36.9	52.8	45.0	34.2	50.7	2.2	2.8	2.1
7	YES	256	47.7	40.2	66.0	44.0	31.6	57.8	3.7	8.6	8.2
	NO	167	55.8	56.9	76.6	50.1	48.5	64.1	5.7	8.4	12.6
GRADE TOTAL		423	50.9	46.8	70.2	46.4	38.3	60.3	4.5	8.5	9.9
8	YES	252	44.5	32.5	49.2	43.8	30.2	46.4	.6	2.4	2.8
	NO	161	52.0	52.8	73.3	51.5	49.1	70.8	.5	3.7	2.5
GRADE TOTAL		413	47.4	40.4	58.6	46.8	37.5	55.9	.6	2.9	2.7
TOTAL		4799	46.2	38.8	56.6	43.0	32.9	49.6	3.2	5.9	7.0

TABLE 15

MEAN NCE, PERCENT AT GRADE LEVEL AND PERCENT ABOVE 36TH PERCENTILE FOR THE POSTTEST, PRETEST AND CHANGE SCORES FOR CTBS TOTAL MATHEMATICS TEST (GRADES 2-8) REPORTED BY SUBSIDIZED LUNCH CATEGORY WITHIN GRADE LEVEL

GRADE LEVEL	SUBSIDIZED LUNCH	NO. TESTED	POSTTEST MEAN NCE	POSTTEST % AT GR. LV.	POSTTEST % ABOVE 36 %ILE	PRETEST MEAN NCE	PRETEST % AT GR. LV.	PRETEST % ABOVE 36 %ILE	CHANGE MEAN NCE	CHANGE % AT GR. LV.	CHANGE % ABOVE 36 %ILE
2	YES	617	46.7	48.3	60.0	38.8	19.9	39.2	7.9	28.4	20.7
	NO	130	56.0	69.2	72.3	45.4	38.5	56.2	10.6	30.8	16.2
GRADE TOTAL		747	48.3	51.9	62.1	40.0	23.2	42.2	8.4	28.8	19.9
3	YES	530	47.2	41.5	58.9	34.5	17.0	34.9	12.7	24.5	24.0
	NO	140	52.4	56.4	70.0	40.2	30.7	44.3	12.1	25.7	25.7
GRADE TOTAL		670	48.3	44.6	61.2	35.7	19.9	36.9	12.6	24.8	24.3
4	YES	546	48.9	41.0	56.2	33.5	18.7	29.9	15.3	22.3	26.4
	NO	114	58.7	57.0	71.1	42.0	34.2	49.1	16.7	22.8	21.9
GRADE TOTAL		660	50.6	43.8	58.8	35.0	21.4	33.2	15.6	22.4	25.6
5	YES	519	49.8	50.7	63.8	39.5	27.0	42.4	10.3	23.7	21.4
	NO	130	57.8	68.5	80.0	44.4	37.7	56.2	13.5	30.8	23.8
GRADE TOTAL		649	51.4	54.2	67.0	40.5	29.1	45.1	10.9	25.1	21.9
6	YES	284	49.8	51.8	63.7	42.9	36.6	53.2	7.0	15.1	10.6
	NO	142	56.4	65.5	72.5	47.1	40.8	63.4	9.3	24.6	9.2
GRADE TOTAL		426	52.0	56.3	66.7	44.2	38.0	56.6	7.7	18.3	10.1
7	YES	252	55.5	62.3	71.8	45.6	41.7	57.1	10.0	20.6	14.7
	NO	163	63.7	73.6	82.8	50.8	54.6	72.4	12.9	19.0	10.4
GRADE TOTAL		415	58.7	66.7	76.1	47.6	46.7	63.1	11.1	20.0	13.0
8	YES	188	44.4	31.4	53.2	44.7	36.2	53.2	-.3	-4.8	-.0
	NO	114	47.4	46.5	63.2	48.3	49.1	67.5	-.8	-2.6	-4.4
GRADE TOTAL		302	45.6	37.1	57.0	46.0	41.1	58.6	-.5	-4.0	-1.7
TOTAL		3869	50.5	50.6	63.8	40.2	28.8	45.3	10.3	21.7	18.5

TABLE 16

MEAN NORMAL CURVE EQUIVALENT, PERCENT AT GRADE LEVEL, AND PERCENT ABOVE THE 36TH PERCENTILE FOR THE POSTTEST, PRETEST, AND CHANGE SCORES FOR CTBS TOTAL READING (GRADES 1-8) REPORTED BY SUBSIDIZED LUNCH CATEGORY

		<----- POSTTEST ----->			<----- PRETEST ----->			<----- CHANGE ----->		
SUBSIDIZED LUNCH	NO. TESTED	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE
YES	3642	44.1	33.9	51.6	40.9	29.3	45.0	3.2	5.7	6.6
NO	1157	52.7	54.1	72.3	49.6	47.4	64.2	3.1	6.7	8.1
TOTAL	4799	46.2	38.8	56.6	43.0	32.9	49.6	3.2	5.9	7.0

TABLE 17

MEAN NORMAL CURVE EQUIVALENT, PERCENT AT GRADE LEVEL, AND PERCENT ABOVE THE 36TH PERCENTILE FOR THE POSTTEST, PRETEST, AND CHANGE SCORES FOR CTBS TOTAL MATHEMATICS (GRADES 2-8) REPORTED BY SUBSIDIZED LUNCH CATEGORY

		<----- POSTTEST ----->			<----- PRETEST ----->			<----- CHANGE ----->	
SUBSIDIZED LUNCH	NO. TESTED	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE	MEAN NCE	% AT GR. LV.	% ABOVE 36 %ILE
YES	2936	48.6	46.6	60.7	38.5	24.9	41.0	10.1	21.7	19.7
NO	933	56.4	63.1	73.6	45.6	41.2	58.8	10.8	22.0	14.8
TOTAL	3869	50.5	50.6	63.8	40.2	29.8	45.3	10.3	21.7	18.5

When pretest-posttest change was compared, the Mean NCE was found to be larger for the pupils not in the subsidized lunch category in all grades but 3 and 8. Based on the data contained in Tables 15 and 17, pupils in the subsidized lunch category tended to: (a) score lower on the pretest; (b) score lower on the posttest; and (c) show less growth between the pretest and the posttest.

Summary

The following summary provides evaluation information for the major School Improvement Program activities during the 1985-86 school year:

1. During September, 1985 a needs assessment was conducted at each participating school, in order to assist school staff in the development of a School Improvement Program Plan. The instrument used, Needs Assessment Survey, was prepared by the Department of Evaluation Services and focused on the seven factors identified as key ingredients of an effective school program. While results varied from school to school on each of the seven factors, one in particular, home-school relations, was identified by most schools as an area where improvement was needed.

2. By June, 1986 a total of three inservice sessions were conducted for building principals to provide support and strategies for the implementation of the School Improvement Program. A total of 56 participants (a duplicated count) took part in 11.75 hours of inservice activities. The inservice sessions were rated by all of the 49 respondents as being successful or very successful in meeting stated objectives. The 90% evaluation criterion was achieved.

3. By June, 1986 a total of 32 inservice sessions were conducted for building staffs at 14 participating schools A total of 545 participants (a duplicated count) took part in 139.25 hours of inservice activities. The inservice sessions were rated by 94.2% of the 503 respondents as being successful or very successful in meeting stated objectives. The 90% evaluation criterion was achieved.

4. During April, 1986 a survey of 658 parents with children at program schools revealed that 39.9% of the respondents indicated that they were "aware of the school's educational goals and beliefs for the current school year," thus falling short of the 75% criterion specified in Evaluation Question 2.2. Results from the survey were generally positive. Of the parents surveyed, 44.8% were aware of the School Improvement Program, and most parents (77.3%) indicated that they believed the School Improvement Program had helped their child during the school year.

5. Pretest-posttest scores in both reading and mathematics were obtained from nearly 4800 pupils in grades 1-8 attending the SIP schools. Analyses of these scores, obtained from the Comprehensive Tests of Basic Skills (CTBS; 1981), showed the pupils' change in achievement was slightly greater than expected in Reading Comprehension. The growth in Mathematics Computation was substantial with 25.8% more of the pupils at grade level on the posttest than at grade level on the pretest. The comparable figure for Reading Comprehension was 3.1%. Analyses indicated that pupils from lower income families continued to score consistently lower in both reading and mathematics. This has been true for each of the four years that SIP has been implemented in the Columbus schools. In fact, the pattern of pupil growth in mathematics and reading, regardless of which standardized test was used, also has been consistent during the four years of SIP. The growth in pupil achievement as measured by NCE points and the percent of pupils at grade level from the fall pretest to the spring posttest has been consistently larger for mathematics than for reading. Table 18 summarizes the achievement gains for all pupils in reading and mathematics for each of the four years the SIP program has been implemented.

Table 18

Achievement Gains as Measured
by Change in NCE Points and Percent
of Pupils at Grade Level from Pretest
to Posttest in each Program Year

Program Year	READING		MATHEMATICS	
	Average NCE Change	% at Grade Level Change	Average NCE Change	% at Grade Level Change
1982-83	4.2	11.9	13.6	31.4
1983-84	4.9	11.7	10.8	23.4
1984-85	0.6	0.5	9.5	19.2
1985-86	2.9	3.1	12.7	25.8

During the last four school years, (1982-1986) a considerable amount of process and product data were collected through both formal and informal means. The Project Director and the Department of Evaluation Services have voluminous data regarding SIP. The following recommendations are based on these data. First, the concepts underlying the School Improvement Program serve as a conceptual framework for organizing other programs, and provide a systematic means of obtaining management data. The School Improvement Program has demonstrated that the effective schools concepts can serve as a framework for program management which is research-based, provides for state mandates for competency-based education, provides for the identification of merit schools, provides for the identification of low performing schools, and provides a database of information for central office decision makers. Second, research on effective schools should continue to be gathered with significant findings shared with school administrators and professional staff. The Columbus School Improvement Program was widely recognized as a major program effort in effective schools research in Ohio. Third, efforts should continue to identify and implement methods that will increase the acquisition of basic academic skills of pupils from low income backgrounds.

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Appendices

A. NAS Factor Profiles for Elementary Schools

B. NAS Factor Profiles for Middle Schools

C. Graphs of NAS Factor Profiles for Elementary Schools

D. Graphs of NAS Factor Profiles for Middle Schools

E. Comparison of Various Scores to the Normal Curve

F. Chronology of Inservice for SIP Academy

G. Inservice Evaluation Form

H. Chronology of Inservice for SIP Schools

I. Parent Survey Form

J. Parents Survey Analysis for Combined Middle Schools, and Combined Elementary Schools

Appendix A

NAS Factor Profiles for Elementary Schools

School: SIP Elementary Schools

Date: 09/85

School Improvement Program

NEEDS ASSESSMENT SURVEY FACTOR PROFILE

	Factor	Item Nos.	No. of Items	N	Response Choice Percent				
					A	B	C	D	E
1	Safe and Orderly Environment	1-5	5	171	1	9	41	37	12
2	Clear School Mission	6-16	11	171	1	8	21	40	29
3	Instructional Leadership	17-30	14	170	7	10	23	36	24
4	High Expectations	31-40	10	171	4	12	28	34	21
5	Opportunity to Learn and Time on Task	41-49	9	171	4	10	29	34	23
6	Frequent Monitoring of Student Progress	50-57	8	171	2	6	14	37	42
7	Home-School Relations	58-67	10	170	9	28	27	26	11

Appendix B

NAS Factor Profiles for Middle Schools

School: SIP Middle Schools

Date: 09/85

School Improvement Program

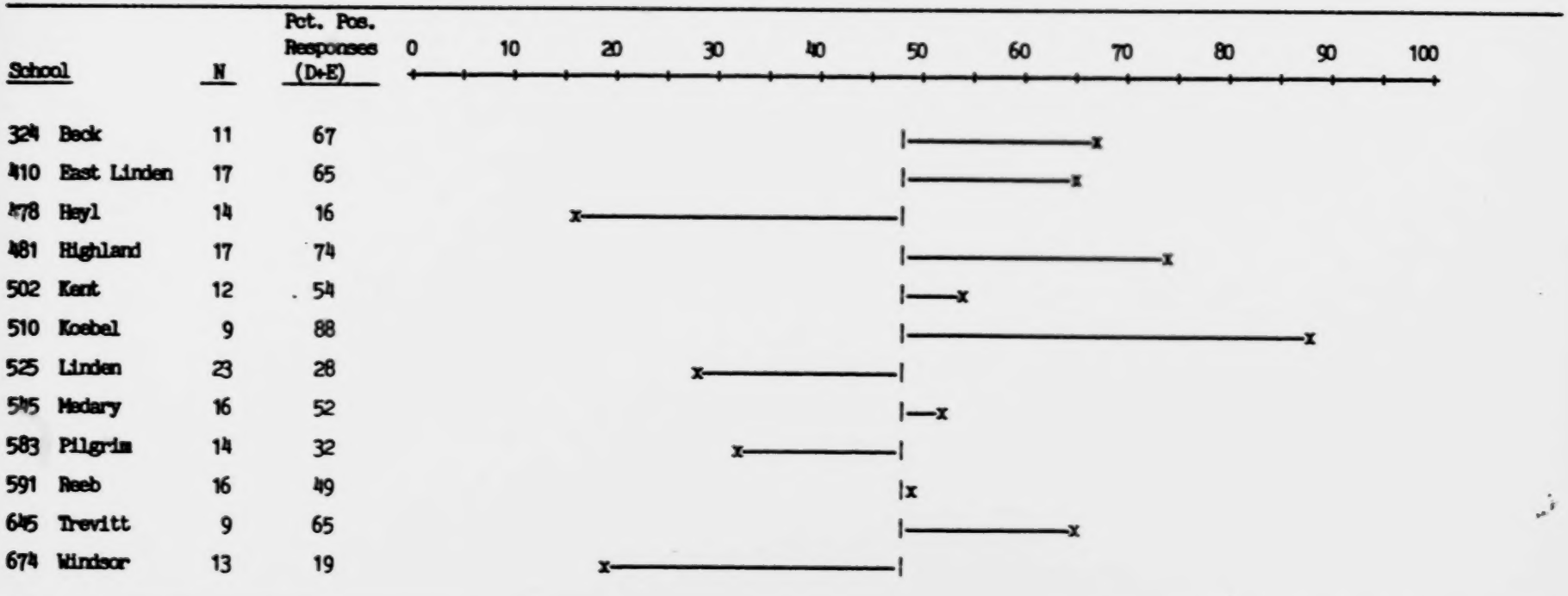
NEEDS ASSESSMENT SURVEY FACTOR PROFILE

	Factor	Item Nos.	No. of Items	N	Response Choice Percent A	B	C	D	E
1	Safe and Orderly Environment	1-5	5	64	1	5	34	43	17
2	Clear School Mission	6-16	11	64	1	7	21	42	30
3	Instructional Leadership	17-30	14	64	8	10	26	33	23
4	High Expectations	31-40	10	63	4	14	34	31	17
5	Opportunity to Learn and Time on Task	41-49	9	63	3	8	34	34	21
6	Frequent Monitoring of Student Progress	50-57	8	62	2	4	14	35	45
7	Home-School Relations	58-67	10	62	12	25	26	29	9

Appendix C

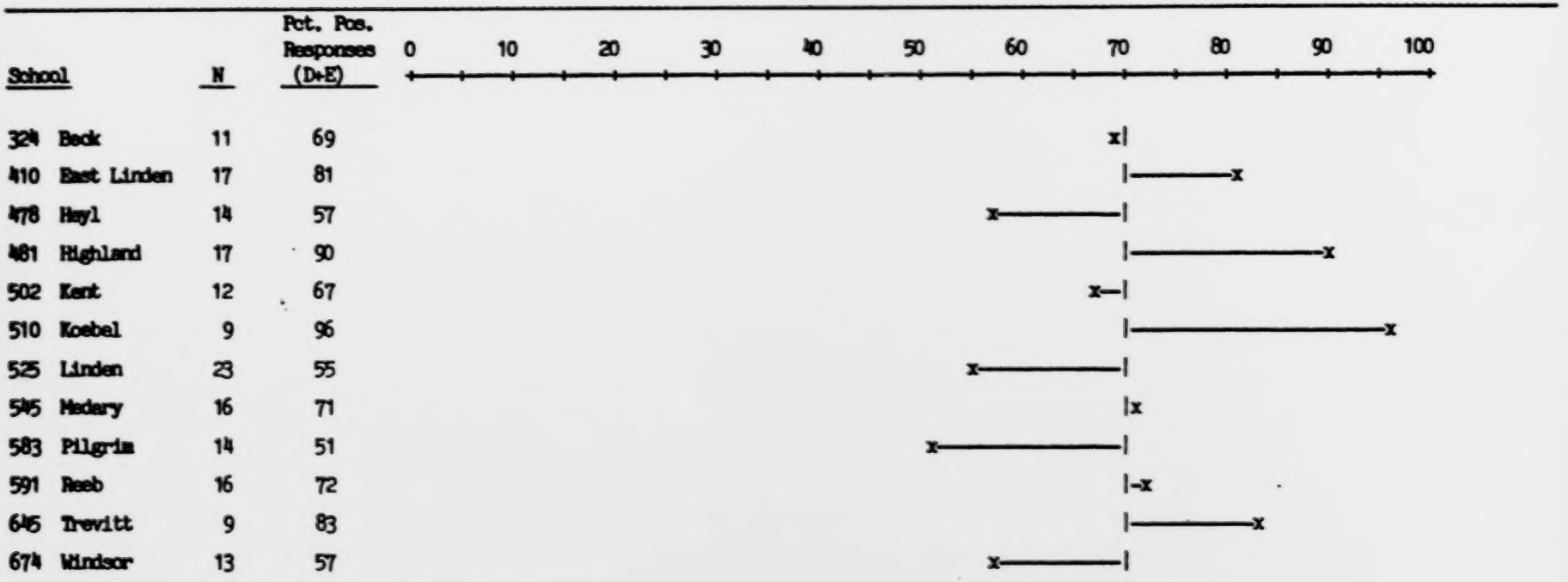
Graphs of NAS Factor Profiles for Elementary Schools

SIP Needs Assessment Survey Fall, 1985
Factor 1 Safe and Orderly Environment
Percent of Positive Responses (D+E)
N=171 Overall Elementary Average = 48%



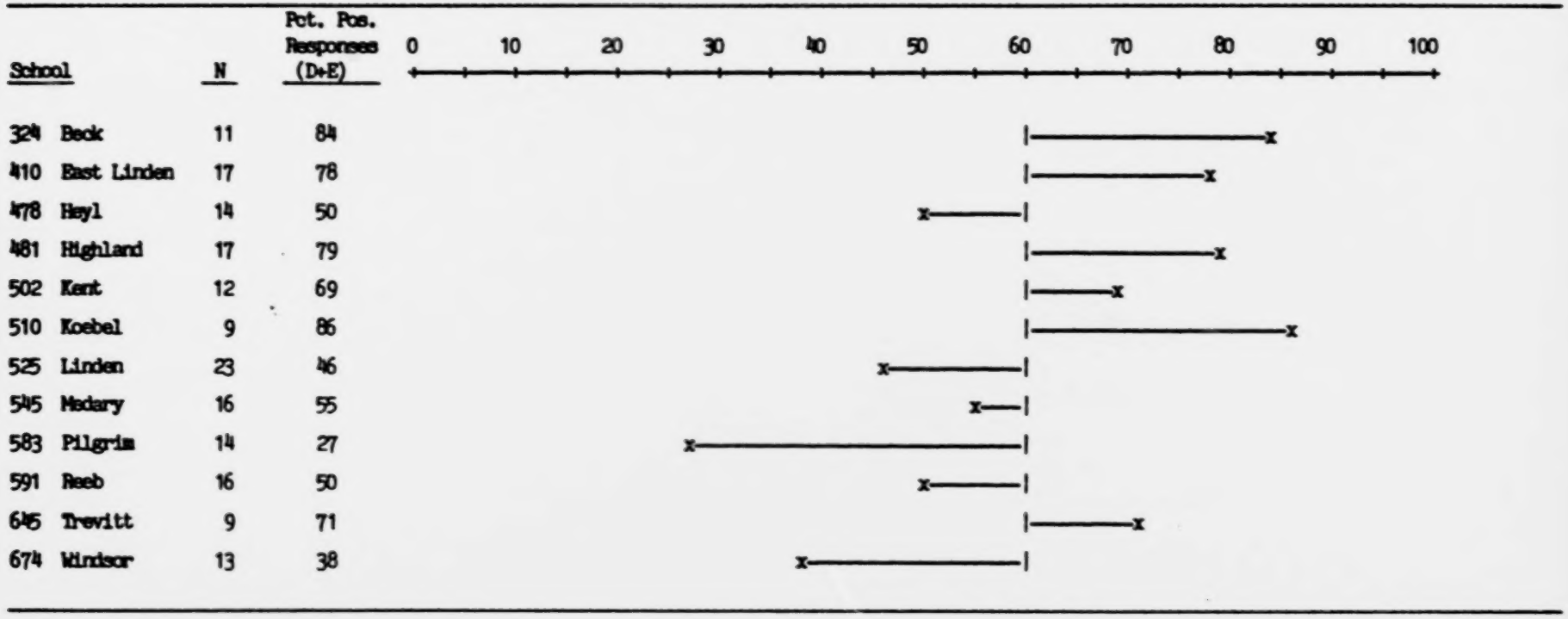
EVALSRVCS/P609/TABSORT5
02/18/85

SIP Needs Assessment Survey Fall, 1985
Factor 2 Clear School Mission
Percent of Positive Responses (D+E)
N=171 Overall Elementary Average = 70%



EVALSRVCS/P609/TABSORT5
02/18/85

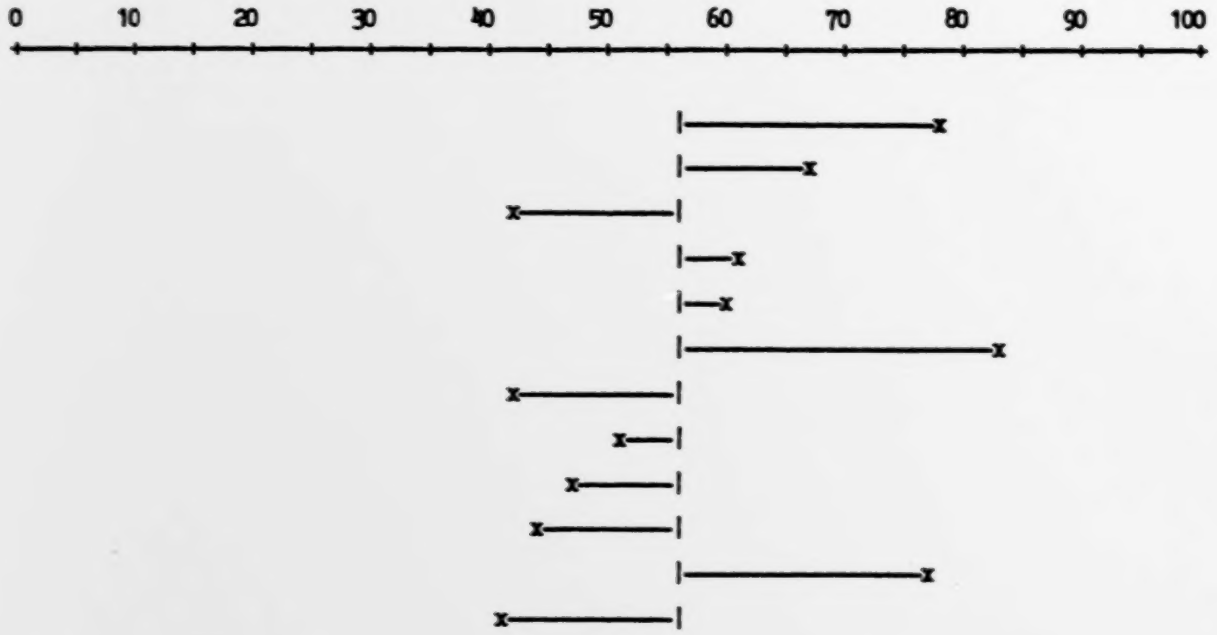
SIP Needs Assessment Survey Fall, 1985
Factor 3 Instructional Leadership
Percent of Positive Responses (D+E)
N=171 Overall Elementary Average = 60%



EVALSRVCS/R609/TABSORT5
02/18/85

SIP Needs Assessment Survey Fall, 1985
Factor 4 High Expectations
Percent of Positive Responses (D+E)
N=171 Overall Elementary Average = 56%

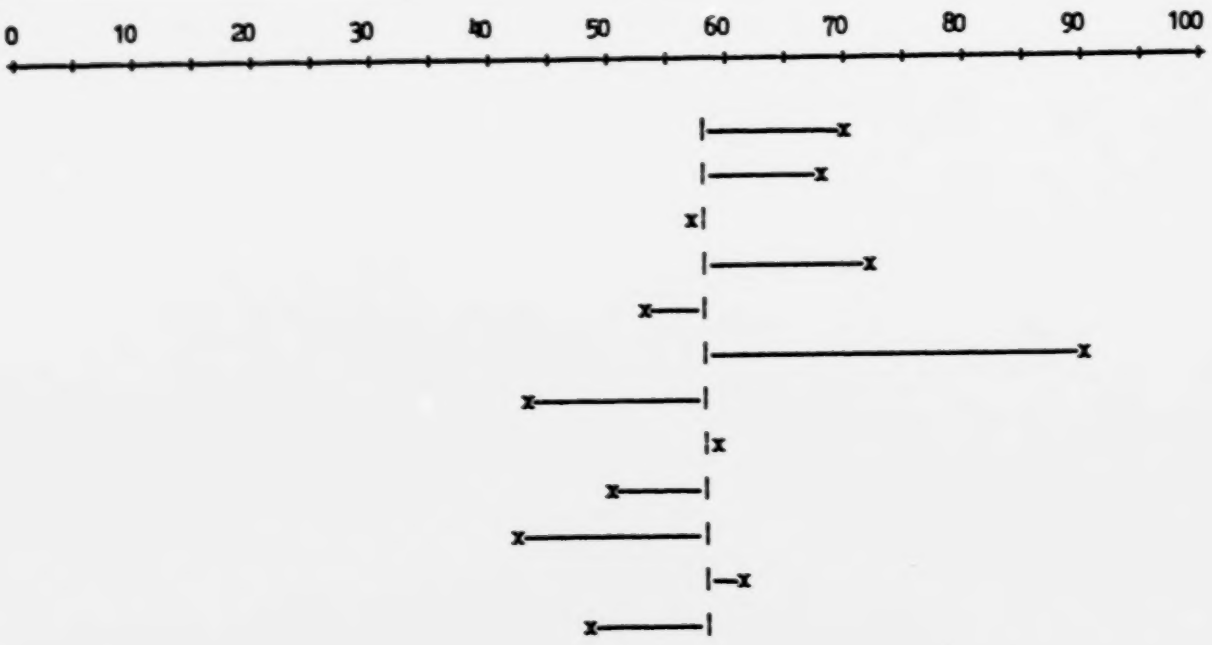
School	N	Pct. Pos. Responses (D+E)
324 Beck	11	78
410 East Linden	17	67
478 Hayl	14	42
481 Highland	17	61
502 Kent	12	60
510 Koebel	9	83
525 Linden	23	42
545 Medary	16	51
583 Pilgrim	14	47
591 Reeb	16	44
645 Trevitt	9	77
674 Windsor	13	41



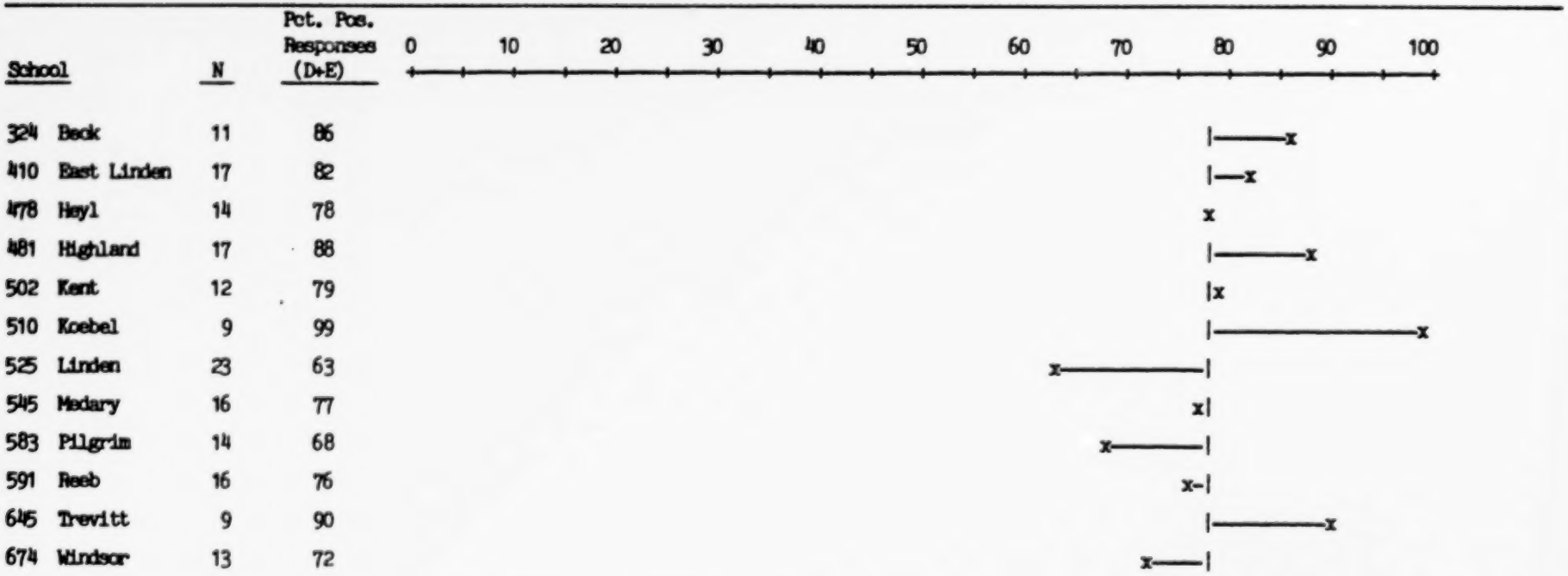
EVALSRVCS/P609/TABSORT5
02/18/85

SIP Needs Assessment Survey Fall, 1985
Factor 5 Opportunity to Learn and Time on Task
Percent of Positive Responses (D+E)
N=171 Overall Elementary Average = 58%

School	N	Pct. Pos. Responses (D+E)
324 Beck	11	70
410 East Linden	17	68
478 Heyl	14	57
481 Highland	17	72
502 Kent	12	53
510 Koebel	9	90
525 Linden	23	43
545 Madary	16	59
583 Pilgrim	14	50
591 Reeb	16	42
645 Trevitt	9	61
674 Windsor	13	48



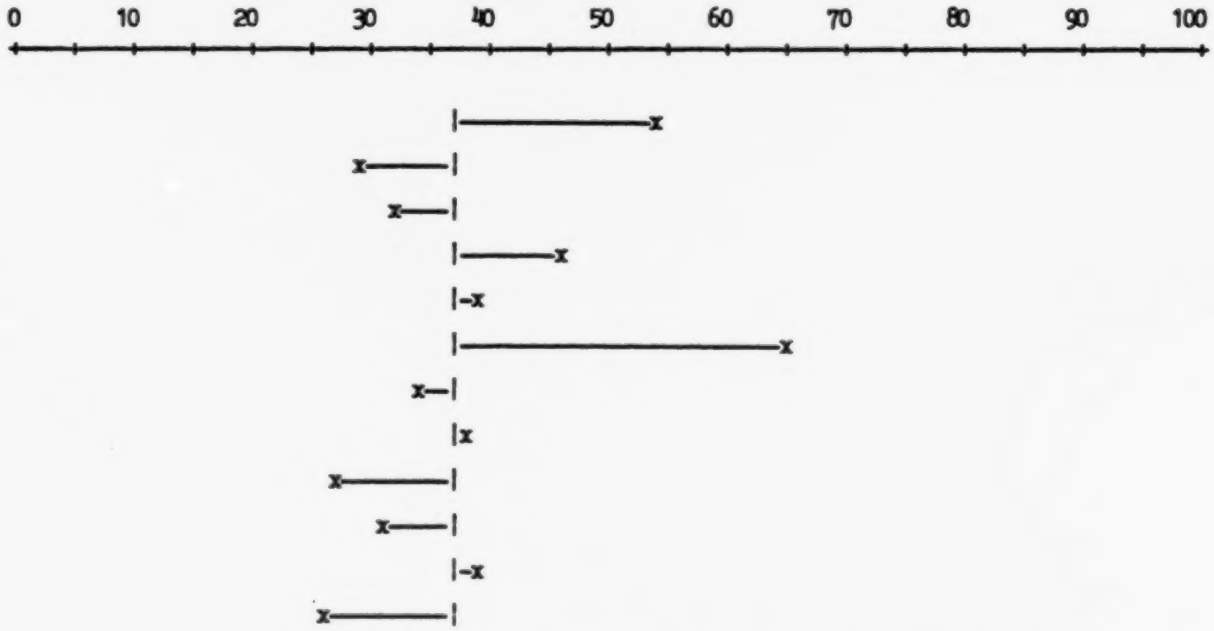
SIP Needs Assessment Survey Fall, 1985
Factor 6 Frequent Monitoring of Student Progress
Percent of Positive Responses (D+E)
N=171 Overall Elementary Average = 78%



EVALSRVCS/P609/TABSORT5
02/18/85

SIP Needs Assessment Survey Fall, 1985
Factor 7 Home School Relations
Percent of Positive Responses (D+E)
N=171 Overall Elementary Average = 37%

School	N	Pct. Pos. Responses (D+E)
324 Beck	11	54
410 East Linden	17	29
478 Heyl	14	32
481 Highland	17	46
502 Kent	12	39
510 Koebel	9	65
525 Linden	23	34
545 Medary	16	38
583 Pilgrim	14	27
591 Reeb	16	31
645 Trevitt	9	39
674 Windsor	13	26



Appendix D

Graphs of NAS Factor Profiles for Middle Schools

SIP Needs Assessment Survey Fall, 1985
Factor 1 Safe and Orderly Environment
Percent of Positive Responses (D+E)
N=64 Overall Middle School Average = 60%

School	N	Pct. Pos. Responses (D+E)	0 10 20 30 40 50 60 70 80 90 100
132 Crestview	24	57	x—|
202 Linmoor	20	55	x——|
225 Mohawk	20	69	|———x

EVALSRVCS/P609/TABSORT5
02/18/85

SIP Needs Assessment Survey Fall, 1985
Factor 2 Clear School Mission
Percent of Positive Responses (D+E)
N=64 Overall Middle School Average = 71%

School	N	Pct. Pos. Responses (D+E)	0 10 20 30 40 50 60 70 80 90 100
132 Crestview	24	70	x|
202 Linmoor	20	74	|—x
225 Mohawk	20	70	x|

EVALSRVCS/P609/TABSORT5
02/18/85

SIP Needs Assessment Survey Fall, 1985
Factor 3 Instructional Leadership
Percent of Positive Responses (D+E)
N=64 Overall Middle School Average = 56%

School	N	Pct. Pos. Responses (D+E)	0 10 20 30 40 50 60 70 80 90 100
132 Crestview	24	56	x
202 Linmoor	20	53	x—|
225 Mohawk	20	59	|—x

EVALSRVCS/P609/TABSORT5
02/18/85

SIP Needs Assessment Survey Fall, 1985
Factor 4 High Expectations
Percent of Positive Responses (D+E)
N=64 Overall Middle School Average = 48%

School	N	Pct. Pos. Responses (D+E)	0 10 20 30 40 50 60 70 80 90 100
132 Crestview	24	52	|—x
202 Linmoor	20	45	x—|
225 Mohawk	20	47	x|

EVALSRVCS/P609/TABSORT5
02/18/85

SIP Needs Assessment Survey Fall, 1985
Factor 5 Opportunity to Learn and Time on Task
Percent of Positive Responses (D+E)
N=64 Overall Middle School Average = 56%

School	N	Pct. Pos. Responses (D+E)	0 10 20 30 40 50 60 70 80 90 100
132 Crestview	24	62	|——x
202 Linmoor	20	54	x-|
225 Mohawk	20	50	x——|

EVALSRVCS/P609/TABSORT5
02/18/85

SIP Needs Assessment Survey Fall, 1985
Factor 6 Frequent Monitoring of Student Progress
Percent of Positive Responses (D+E)
N=64 Overall Middle School Average = 80%

School	N	Pct. Pos. Responses (D+E)	0 10 20 30 40 50 60 70 80 90 100
132 Crestview	24	81	|x
202 Linmoor	20	77	x—|
225 Mohawk	20	80	x

EVALSRVCS/P609/TABSORT5
02/18/85

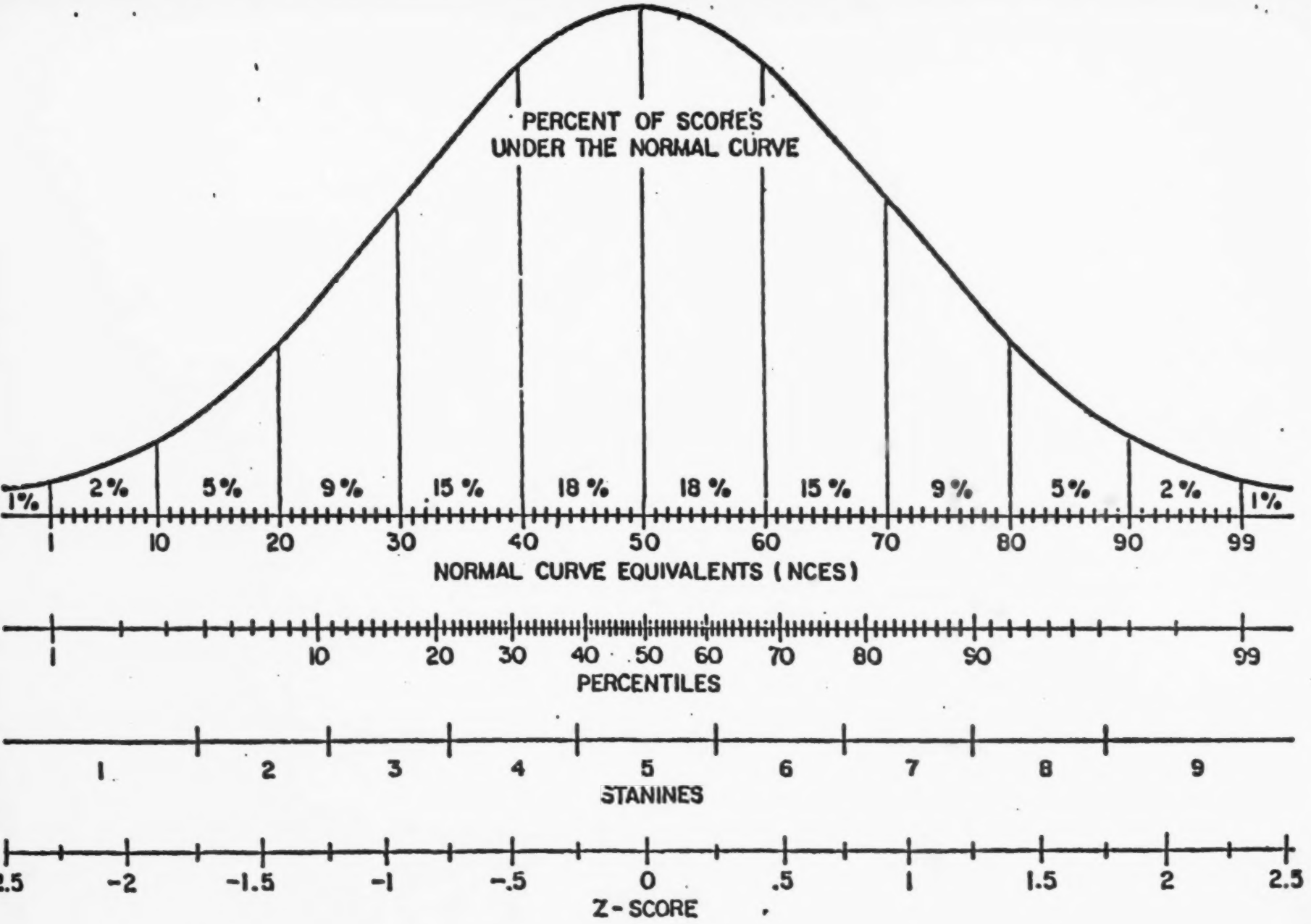
SIP Needs Assessment Survey Fall, 1985
Factor 7 Home School Relations
Percent of Positive Responses (D+E)
N=64 Overall Middle School Average = 38%

School	N	Pct. Pos. Responses (D+E)	0 10 20 30 40 50 60 70 80 90 100
132 Crestview	24	48	|——x
202 Linmoor	20	33	x—|
225 Mohawk	20	29	x——|

EVALSRVCS/P609/TABSORT5
02/18/85

Appendix E

Comparison of Various Scores to the Normal Curve


PERCENT OF SCORES
UNDER THE NORMAL CURVE
1%
2%
5%
9%
15%
18%
18%
15%
9%
5%
2%
1%
1
10
20
30
40
50
60
70
80
90
99
NORMAL CURVE EQUIVALENTS (NCES)
1
10
20
30
40
50
60
70
80
90
99
PERCENTILES
1
2
3
4
5
6
7
8
9
STANINES
-2.5
-2
-1.5
-1
-.5
0
.5
1
1.5
2
2.5
Z-SCORE

Appendix F

Chronology of Inservice for SIP Academy

Appendix F

Chronology of SIP Activities Related to Design Objective 2.3
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1985-86

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Summary of Goals and Objectives
September 18	Northgate Center	SIP Principals' Leadership Academy	20	5.00	Administrators will receive information related to school climate, needs assessment, and a district plan to assist them in implementing a SIP program.
December 4	Northgate Center	SIP Principals' Leadership Academy	14	3.75	(1) Look at the area of parent and community involvement and (2) gain an understanding of analyzed SIP achievement data, specifically when disaggregated.
March 13	Harley Hotel	SIP Principals' Leadership Academy	22	3.00	To share strategies implemented in using norm reference test information and to share success events during the 85-86 year.

Appendix G

Inservice Evaluation Form

School Type Code | Month | Day | Year | For office use only

Columbus Public Schools
School Improvement Program

EVALUATION FORM

Inservice Topic _____

Presenter(s) _____

School Assignment _____ Date _____

Directions: For Items 1-4, circle the number that best indicates the success of this inservice session.

	Very Successful	Successful	Undecided	Little Success	No Success
1. The objectives of the program were clearly stated.	5	4	3	2	1
2. The inservice program achieved its stated objectives.	5	4	3	2	1
3. The information presented increased my understanding of the School Improvement Program.	5	4	3	2	1
4. The information presented will assist me in the implementation of the School Improvement Program at my school.	5	4	3	2	1

5. What was the most helpful part of the inservice program? _____

_____

6. What was the least helpful part of the inservice program? _____

_____

7. What additional information or topics would you like to see covered in future meetings?

_____

_____

_____

Thank you for your assistance. SIP/ES 85/86

Appendix H

Chronology of Inservice for SIP Schools

Appendix H

Chronology of SIP Activities Related to Design Objective 2.4
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1985-86

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Summary of Goals and Objectives
October 16	Koebel ES	Home Visits	11	7.50	The Koebel staff spent a full day visiting parents in their homes.
October 17	Linden ES	SIP Building Level Inservice	14	3.00	To assist teachers in planning effective reading programs.
October 21	Highland ES	Comprehension Skills	29	2.50	To provide an opportunity to develop teaching strategies to increase and strengthen comprehension and vocabulary skills of students.
October 22	East Linden	Home Visit Workshop	23	3.25	Inservice staff on developing techniques to enhance positive parent teacher conferences and home visits.
October 23	Reeb	Home Visits	17	3.25	The Reeb staff visited the parents of their students in their homes to promote positive home-school relations.
December 4 a.m.	Koebel	Newspaper in Education	11	3.00	The Koebel staff used the newspaper as a source of instruction in reading and writing.
December 4 p.m.	Koebel	Computer Software for Reading Comprehension	11	3.50	The Koebel staff explored using computer software to teach Reading Comprehension.
December 12	Windsor	Report of Pretest Results	9	1.00	To present the pretest results to the fourth and fifth grade teachers and provide an opportunity for them to plan classroom follow-up activities.
January 7	Linmoor	Communicating Under Pressure	36	6.00	To introduce to the participants a system for communicating under pressure with difficult people.
January 9	Heyl	Math Inservice and State Evaluation Information	19	6.00	To present Math materials and have teachers develop a plan to remediate skills most often missed on CTBS and to present state evaluation materials.

Appendix H

Chronology of SIP Activities Related to Design Objective 2.4
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1985-86

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Summary of Goals and Objectives
January 9	Linden	Using Pretest Results	21	1.00	To return pretest results to teachers and provide them the background to interpret them; to allow teachers to develop instructional goals and strategies to follow up in classrooms.
January 15	Crestview MS	Effective Teaching for Higher Achievement Pt. I: Academic Learning Time	6	2.50	To provide participants with information that will help them identify how to increase time on task and improve the quality of classroom instruction.
January 16	Mohawk	Stress Management	46	6.00	To provide the staff of Mohawk Middle School strategies for managing and changing stress on the job and in their personal life.
January 17	Medary	Pretest Results	14	2.00	To provide teachers with background and information which would enable them to interpret pretest reports and allow them time to examine the class results.
January 21	Highland	Math Inservice on Addison-Wesley Materials and Instructional Planning	18	6.00	To develop an instruction plan, using Addison Wesley materials, to remediate the skills most frequently missed on the CTBS pretest.
February 5	Kent	Math Skills & Remediation	12	5.00	To inservice the math series and help remediate the skills most frequently missed on the CTBS.
February 5	Linden	Improving Reading Comprehension	8	6.00	Review and check out reading resource materials and learn some strategies for increasing student reading comprehension.
February 13	Reeb	The Reading Writing Connection	25	3.00	To examine the relationship between reading and writing instruction and examine methods of using writing process.
February 13	Reeb	How to Deal With Difficult Adults	18	2.75	To explore techniques of positive human relations.

Appendix H

Chronology of SIP Activities Related to Design Objective 2.4
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1985-86

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Summary of Goals and Objectives
March 3	Linden	Improving Math Instruction	20	1.00	To examine the mathematics teaching materials and their relationship to the Course of Study and to learn strategies for effective utilization of the materials.
March 5	Medary	Increasing Teaching Effectiveness	17	7.00	To learn new instructional techniques by observing fellow teachers; to allow teachers to give each other feedback on techniques; review math resources.
March 6	Windsor	Effective Teaching Strategies	17	7.00	To gain awareness and skills in the areas of: writing, self-concept and positive classroom behavior.
March 10	Beck	Math Inservice	10	2.00	To help teachers understand the math materials and use these in some way to remediate the skills most frequently missed on the fall CTBS.
March 18	Mohawk	Enhancing the School's Learning Environment	40	6.00	To provide the participants information that will further facilitate their efforts to improve school climate.
March 24	Beck	SIP Math Monitoring by Computer	3	5.00	Teachers will become familiar and practice usage of Addison-Wesley Math Monitoring computer materials.
April 9	East Linden	Learning Styles	21	6.00	To explore alternate learning and teaching styles.
April 17	Linden	SIP Committee Assessment	7	7.00	To assess SIP plan from this year; to recommend goals for the remainder of this year and for next year.
April 24	Reeb	Alternative Approaches to Discipline	20	6.00	To share personal examples of students with discipline problems and consider their colleagues' suggested solutions.
May 1	Koebel ES	Alternative Approaches to Discipline	12	6.00	To explore alternative approaches to student discipline.

Appendix H

Chronology of SIP Activities Related to Design Objective 2.4
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1985-86

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Summary of Goals and Objectives
May 13	Windsor	School Improvement	4	7.00	Selected teachers have the opportunity to review computer programs designed to reinforce math and language skills.
May 15	Trevitt	Writing Evaluation Techniques	6	5.00	Acquaint teachers with writing evaluation methods.
May 19	Medary	Students' Special Needs	20	1.00	To present a brief overview of identifying and selecting techniques to use in the classroom with students with special needs.

Appendix I

Parent Survey Form

School Improvement Program

PARENT SURVEY FORM

1985-86

This year we are conducting a special program at our school. It is called the School Improvement Program (SIP). You can help us with the program by circling your answer to each question below. Please answer the questions today and return this survey to the school without delay. Thank you for your assistance.

1. Did you know that the school was making special efforts to further improve its academic program (School Improvement Program or SIP)? Yes No

2. Were you aware of the school's educational goals and beliefs for the current school year? (Mission Statement) Yes No

3. Did anyone from the school talk with you about its academic program (School Improvement Program or SIP) this year? Yes No

4. Do you better understand the school's academic program this school year? Yes No

5. Do you think the school expects enough of your child in learning the basic skills of each subject? Yes No

6. Has your child's progress in learning the basic skills been reviewed frequently this year by the school? Yes No

7. Has your child been assigned enough homework during this school year? Yes No

8. Are you satisfied with your child's progress in learning the basic skills this year? Yes No

9. Do you believe the school's efforts to further improve its program (School Improvement Program or SIP) helped your child this year? Yes No

10. Comments you wish to make about the School Improvement Program:

_____

_____

_____

EVALSRVCS/P609/FRM609PS6
03/24/86

Appendix J

Parents Survey Analysis for Combined Middle Schools and Combined Elementary Schools

Appendix J

Percent and Average Response to Items of the Parent Survey Form for Combined Middle Schools

Item	N	Average Response	Percent of Respondents Yes (1)	No (2)
1. Did you know that the school was making special efforts to further improve its academic program (School Improvement Program or SIP)?	261	1.6	42.1	57.9
2. Were you aware of the school's educational goals and beliefs for the current school year? (Mission Statement)	259	1.6	37.8	62.2
3. Did anyone from the school talk with you about its academic program (School Improvement or SIP) this year?	260	1.9	14.6	85.4
4. Do you better understand the school's academic program this school year?	256	1.6	38.7	61.3
5. Do you think the school expects enough of your child in learning the basic skills of each subject?	251	1.2	82.1	17.9
6. Has your child's progress in learning the basic skills been reviewed frequently this year by the school?	240	1.2	77.9	22.1
7. Has your child been assigned enough homework during this school year?	259	1.2	78.0	22.0
8. Are you satisfied with your child's progress in learning the basic skills this year?	258	1.3	69.8	30.2
9. Do you believe the school's efforts to further improve its program (School Improvement Program or SIP) helped your child this year?	213	1.3	71.8	28.2

Appendix J

Percent and Average Response to Items of the Parent Survey Form for Combined Elementary Schools

Item	N	Average Response	Percent of Respondents Yes (1)	Percent of Respondents No (2)
1. Did you know that the school was making special efforts to further improve its academic program (School Improvement Program or SIP)?	413	1.5	46.5	53.5
2. Were you aware of the school's educational goals and beliefs for the current school year? (Mission Statement)	412	1.6	41.3	58.7
3. Did anyone from the school talk with you about its academic program (School Improvement or SIP) this year?	413	1.8	24.0	76.0
4. Do you better understand the school's academic program this school year?	406	1.5	44.7	52.4
5. Do you think the school expects enough of your child in learning the basic skills of each subject?	408	1.1	87.3	12.7
6. Has your child's progress in learning the basic skills been reviewed frequently this year by the school?	388	1.1	85.1	14.9
7. Has your child been assigned enough homework during this school year?	410	1.2	78.3	21.7
8. Are you satisfied with your child's progress in learning the basic skills this year?	396	1.2	79.0	21.0
9. Do you believe the school's efforts to further improve its program (School Improvement Program or SIP) helped your child this year?	359	1.2	80.5	19.5